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ABSTRACT

This project was designed to establish a national center for cross cultural studies in library science and library-related teacher education, to develop a collection of teaching resources for community languages and cultures, and to promote multicultural perspectives within school/teacher librarianship courses in Australia. The first of six chapters discusses multiculturalism in Australia and the impact of multicultural emphases on the educational system (22 references). The second chapter describes multicultural education in relation to school libraries and the role of the school teacher/librarian in developing appropriate curricula (25 references). Chapter 3 briefly notes the results of a survey of teacher/librarians in Australia, Canada, the United Kingdom, and the United States that was conducted to obtain information on their current policies on multicultural education and multicultural concepts. Chapter 4 presents the results of a survey of distance education students in multicultural education courses at Monash University College Gippsland. The fifth chapter provides seven cross-cultural training modules, each of which consists of a set of objectives, classroom activities, and references. The seven modules address: (1) language, literature, and literacy; (2) foundations of school librarianship; (3) organization of information; (4) curriculum planning and resources; (5) information needs and uses; (6) administration and organization of resource centers; and (7) computer supported information services. The final chapter describes a model collection that could be used by teacher/librarians in the promotion of cross-cultural understanding. A copy of the student survey questionnaire, list of participating institutions, and the teacher/librarian survey questionnaire are attached. (DB)

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Cross Cultural Studies for Teacher-Librarians

A Project funded under the
Multicultural and Cross-Cultural Supplementation Program
(MACSP)

Final Report by

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September, 1991

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Introduction

The Purpose of the Project

This project, formally entitled Cross-Cultural Studies for Teacher Librarians, was funded in June 1989 by the Department of Employment, Education and Training under the Multicultural and Cross-Cultural Supplementation Program of the National Policy on Languages.

The initial grant application for this project argued for a two-year grant to enable the establishment of a national centre for cross-cultural studies in school/teacher librarianship subjects, to develop a collection of teaching resources for community languages and cultures and to promote multicultural perspectives within school/teacher librarianship courses in Australia. These ambitious aims were, at the request of the funding body (DEET), trimmed in both scope and time to the following:

> In consultation with the joint project being funded through MACSP at the Queensland University of Technology, and Brisbane CAE, establish a centre for cross-cultural studies in school/teacher librarianship to develop curriculum and materials in community languages and cultures as models for incorporation in core course subjects.

The Cross-Cultural Studies for Teacher Librarians project had a number of specific aims. These were:

1. To develop, within the Centre for Language and Learning at Monash University College Gippsland, a set of resources for librarians and teachers in the areas of multicultural education.
2. To develop a set of curriculum elements on cross-cultural aspects for possible inclusion in core components of teacher librarianship courses in Australian training institutions.
3. To prepare a bibliography of resources which will be made available to interested librarians and teachers.

In order for these aims to be realised the project set out to survey a wide range of libraries, teacher-librarians and institutions training such professionals as well as a brief survey of final year teacher librarianship students at (the then) Gippsland Institute of Advanced Education (now Monash University College Gippsland), the major external studies provider in this field in the state of Victoria.

Following the analyses of the survey returns and an extensive visitation programme to interview a wide range of participants in the area of multiculturalism, languages other than English teaching and library services in a multicultural society, the project team set about deriving a basis for the curriculum development activity.

The following report sets out the details of the preliminary surveys and the results, the curriculum development process and basis and the resultant materials which have been developed for use by tertiary staff working with trainee teacher-librarians.

1: The School and the Multicultural Society

Multiculturalism

Many texts and government policy documents spend a good proportion of their introductory sections in long, often roundabout, descriptions of the definitional debate about this concept under headings such as "What is multiculturalism?"

This booklet attempts, as its central aim, to simplify the concept and to assist teachers, librarians and the community with understanding multiculturalism and its implications for our society and schools.

Put simply, for the purposes of this book, multiculturalism is taken here to mean a culture made up of many different groups of other cultures. There is a diversity of language, ethnic background and expectations. There are many (multi) cultures within the social and geographical boundaries of the country and its society.

Australia has many different groups which publicly display language, ethnic, religious, and other cultural and historical differences or diversity. The problems associated with such a breadth of life experience and preferred lifestyle differences are often seized upon by others in the society to point out difficulties in that difference.

Australia is not unique as such a culturally diverse society.

Australia is not unique in trying to establish and develop a multicultural policy as an important government and educational thrust.

One of the difficulties in reading and understanding much of the debate about multiculturalism is that there are many terms (or lots of "jargon") thrown around by the various experts. One can read of "multi-ethnic", "pluralistic" "pseudo-multicultural" society and how these are all slightly different terms moving around the same general area. As well, we can find arguments (Bullivant, 1989) that all the above are somewhat dated and obscure much of the real issue as this author argues forcefully for his own term of "national culturalism".

A good deal of writing such as this has appeared in the last five years and has not been readily accessible to all people. What has often appeared in the popular press have been reports of controversial statements by a few individuals from "right-wing" academic circles and bodies such as the Returned Services League (RSL) with occasional responses from academics or significant individuals from within the ethnic community or those studying or advocating multiculturalism. Much of this "two sided" debate leads to confusion and not clarity. In addition, a good deal of the academic writing by scholars in the "multicultural" and "cross-cultural studies" areas is written from within the academic discipline from which those scholars have emerged. That is, some are sociologically "biased", others are "educationalists" and others are more "social psychologists", which all leads to different perspectives flooding into the writing and the reader is left with a multiplicity of perspectives to weave through.

It is hoped that in simple but not simplistic way this booklet will help those seeking to make some sense at a very basic level out of the "multiculturalism" field and debate.

The booklet begins with a brief historical snapshot of multiculturalism in Australia, then moves to a discussion of multiculturalism and education and concludes with an attempt to synthesize the key issues for teachers and schools and point to some classroom implications. Key references are also included.

Australian Multiculturalism

Historical Perspective

Lois Foster and David Stockley (1984) and Foster (1988) claim that the use of the terms "multiculturalism" and "multicultural society" in the Australian scene is a phenomenon of the seventies. Brian Bullivant, writing in 1989 in an article where he was highly critical of the concept and term "multiculturalism", argues that a form of what he calls "proto-multiculturalism" can be traced to the time, public speaking and writing of the 1973 Australian Government Minister for Immigration, Al Grassby. Needless to say the actual

first use of the term or its "purity" of definition at that stage is not an important issue for this booklet. It is generally agreed, it appears, that the prominent emergence of the terminology and the basic Australian version of the philosophy is closely associated with the report "Australia as a Multicultural Society" in 1977. This work carried out by Professor J. Zubrzycki emphasised three important core principles which Bullivant (1989) has termed the basic "motherhood symbols" of Australian multicultural policy:

* maintenance by ethnic groups of their "cultural identity",
* guaranteed equality of opportunity and access to social resources, and
* an expectation that such groups would play their part in promoting and maintaining "social cohesion".

These three key propositions formed the basis of the multicultural thrust of the Australian Government over the next few years and also informed the various state bodies and policies.

The next major influence on the emerging area of official multicultural policy in Australia was the report of the Review of Migrant Services and Programs conducted during 1977 and chaired by lawyer Frank Galbally. This report, which came to be known far and wide as the Galbally Report, was tabled in Federal Parliament in 1978 and further consolidated the theme of multiculturalism as both diversity and cohesion. As deftly summarised in Foster and Stockley (1984), the Galbally Report suffered from a politicisation and a narrowness, but it solidified the current and next few years of multiculturalism development into a "party" line.

> To summarize, the Galbally Report ties together many of the themes associated with the Fraser Government. It represents systems management thinking, subjugates ethnicity to class and presents a particular conception of multiculturalism as a "given", denying alternative information and possibilities. The funding is paltry and actually reinforces the patron-client relationship by locking-in ethnic organisations to dependence on the Government and simultaneously stressing the need for ethnic self-reliance. (Foster and Stockley, 1984: 83)

In 1982 Professor Zubrzycki again chaired a group which produced the report "Multiculturalism for all Australians", published by the Australian Council on Population and Ethnic Affairs set up under the then federal Department of Immigration and Ethnic Affairs.

This report, which was an advisory submission to the Minister, claimed that it set out "a charter for our developing Australian nationhood", which was both a very broad and high sounding ambition rather than a statement of fact. Bullivant (1989) criticises this report as merely another aspect or restatement of Zubrzycki's "grandiose 'one-world' vision of Australia" (Bullivant, 1989:216).

The important point to emerge in this 1982 report, however, was not the overall grand design nor lofty idealism but the fact that this report added a fourth basic principle to the three existing bases of the Australian version of multiculturalism. This new principle was stated as:

"equal responsibility for, commitment to, and participation in, society".

The report, in a telling admission that to 1982 multiculturalism had not exactly "caught on" in Australian society, stated:

> Although the reality of a plural society has been present since the early days of white settlement, the concept of multiculturalism has lacked precise formulation and wide public acceptance. It has been argued mainly at the level of faith and ideology and has sometimes been seen by the general public as no more than rhetoric. The four principles present a coherent framework in which we can build a viable multicultural Australia. (Aust. Council on Pop. and Ethnic Affairs, 1982: 12)

It appears then that at the beginning of the new labor Government in Australia in 1983, multiculturalism had been "installed" in national policy in a bipartisan approach and was reflected in the four basic principles as:

* social cohesion
* cultural identity
* equality of opportunity and access
* equal responsibility for, commitment to, and participation in, society.

There was not a uniform understanding, nor acceptance, of all of these features throughout the Australian society and, as Bullivant (1989) mentions, it "was not long before the anti-Asian and anti-multiculturalism debate erupted again in 1984 despite the euphoria of a new-broom Labor government". (p217)

The Hawke Labor government came into power in 1983, and has remained to date (1991) in a record run of office for an Australian Labor Party government. The Prime Minister has espoused, from time to time, a support for multicultural Australia and placed the new Office of Multicultural Affairs (OMA) under his own direct supervision (Office of the Prime Minister and Cabinet) when it was established in a major revision and reorganisation of the whole area in 1987.

In the major publication in the field, the Office of Multicultural Affairs in July 1989 released the "National Agenda for a Multicultural Australia: ...sharing our future". This document was released by the Prime Minister and in its opening definitional section entitled "What is Multiculturalism?" the agenda set out a revised statement of elements or principles.

The Commonwealth Government has identified three dimensions of multicultural policy:

* cultural identity: the right of all Australians, within carefully defined limits, to express and share their individual cultural heritage, including their language and religion;

* social justice: the right of all Australians to equality of treatment and opportunity, and the removal of barriers of race, ethnicity, culture, religion, language, gender or place of birth; and

* economic efficiency: the need to maintain, develop and utilize effectively the skills and talents of all Australians, regardless of background.

The National Agenda also goes on to specify eight "goals" or principles which it argues are the basis for specifically targeted policy steps and programmes. In addition, for the first time, the Government through its National Agenda specifies three "limits to Australian multiculturalism". These are:

* multicultural policies are based upon the premise that all Australians should have an overriding and unifying commitment to Australia, to its interests and future first and foremost;

* multicultural policies require all Australian to accept the basic structures and principles of Australian society -- the Constitution and the rule of law, tolerance and equality, parliamentary democracy, freedom of speech and religion, English as the national language and equality of the sexes; and

* multicultural policies impose obligations as well as conferring rights; the right to express one's own culture and beliefs involves a reciprocal responsibility to accept the right of others to express their views and values.

These new definitions and the three "limits" are an interesting recent development which reflects the maturing of thinking about multiculturalism and the possible problems of implementation. While it could be argued that the set limits are a reaction to some of the previous excesses carried out by some members of the community in the name of cultural diversity which may have led to some divisive pressures, they do appear to be couched in moderate terms to spell out reasonable boundaries.

The eight "goals" or principles offered in the National Agenda are set out as follows:

1. All Australians should have a commitment to Australia and share responsibility for furthering our national interests.

2. All Australians should be able to enjoy the basic right of freedom from discrimination on the basis of race, ethnicity, religion or culture.

3. All Australians should enjoy equal life chances and have equitable access to an equitable share of the resources which governments manage on behalf of the community.

4. All Australians should have the opportunity to fully participate in society and in the decisions which directly affect them.

5. All Australians should be able to develop and make use of their potential for Australia's economic and social development.

6. All Australians should have the opportunity to acquire and develop proficiency in English and languages other than English, and to develop cross-cultural understanding.

7. All Australians should be able to develop and share their cultural heritage.

8. Australian institutions should acknowledge, reflect and respond to cultural diversity of the Australian community.

As can be seen from a close inspection of these sections of the new National Agenda it is apparent that the economic consequences and related variables have come to dominate a good deal of the current thinking in this version of multiculturalism. In fact, as Allbrook (1989), in the book "The Challenge of Diversity" edited by James Jupp and published by the OMA, quite clearly set out, Australian multicultural policy has now passed through three distinct phases. He identified first the "cultural maintenance" or "pluralistic model of multiculturalism" exemplified by the early years and the reports of Zubrzycki (1977) and Galbally (1978) as well as the Fraser years of Liberal government. Second, he argued, came

the years of the "social justice perspective" on multiculturalism, best exemplified by the establishment of various Ethnic Affairs Commissions in some states and the way some policy implementation at the federal level proceeded in the early Hawke years. Now, in the recent OMA era we are faced with what Allbrook called "economic multiculturalism" which argues that the economic resources of the various peoples in the culture need to be optimally utilised and that multiculturalism is a matter of economic necessity. (Allbrook, 1989: 21)

Much of this discussion could be dismissed by some critics as mere "economic rationalism" which has come to dominate much of the policy and activity of many governments in the last five years throughout the world but, nevertheless, it represents a new 'phase' in the history of Australian multiculturalism.

Multiculturalism and Education

The result of the moves towards a multicultural emphasis in government policies at both Federal and State levels has impacted significantly on the education systems of the nation. The Australian Government, through its Office of Multicultural Affairs, supports conferences and curriculum initiatives and each state has a multicultural education policy. Most states also have centres or particular groups of administrators, advisors and teacher consultants operating in the field supporting school curriculum development and initiatives in the multicultural area.

Within the field of education there are many different views on the manner of approach the schools could (or should) take in dealing with multiculturalism. Banks (in Banks and Lynch, 1986) identifies a set of ten different paradigms or patterns of response to what he calls the move towards "ethnic revitalization movements in Western democratic nations such as the United States, Canada, the United Kingdom and Australia". (p.10) Banks claims that his set of paradigms describes roughly the "phases" that responses by the schooling systems go through in their attempt to deal with the curriculum and other educational issues associated with multiculturalism. While he talks of "phases" he does emphasise that not all countries have (or do) pass through each, nor is the pattern directly linear. Figure 1

reproduces Banks' informative table and is largely self-explanatory. This figure does provide a very useful overview of the different patterns of response by educational institutions within society (such as schools) to the multicultural reality of the society.

Figure I: Banks' "Multicultural education paradigms

Paradigm	Major assumptions	Major goals	School programs and practices
Ethnic additive	Ethnic content can be added to the curriculum without reconceptualizing or restructuring it.	To integrate the curriculum by adding special units, lessons and ethnic holidays to it.	Special ethnic studies units; ethnic studies classes that focus on ethnic foods and holidays; units on ethnic heroes.
Self-concept development	Ethnic content can help increase the self-concept of ethnic minority students. Ethnic minority students have low self-concepts.	To increase the self-concepts and academic achievement of ethnic minority students.	Special units in ethnic studies that emphasize the contributions that ethnic groups have made to the making of the nation; units on ethnic heroes.
Cultural deprivation	Many poor and ethnic minority youths are socialized within homes and communities that prevent them from acquiring the cognitive skills and cultural characteristics needed to succeed in school.	To compensate for the cognitive deficits and dysfunctional cultural characteristics that many poor and ethnic minority youths bring to school.	Compensatory educational experiences that are behavioristic and intensive, e.g. Head Start and Follow Through programs in the United States.
Language	Ethnic and linguistic minority youths often achieve poorly in school because instruction is not conducted in their mother tongue.	To provide initial instruction in the child's mother tongue.	Teaching English as a Second Language programs; bilingual-bicultural education programs.
Racism	Racism is the major cause of the educational problems of non-white ethnic minority groups. The school can and should play a major role in eliminating institutional racism.	To reduce personal and institutional racism within the schools and the larger society.	Prejudice reduction; anti-racist workshops and courses for teachers; anti-racist lessons for students; an examination of the total environment to determine ways in which racism can be reduced, including curriculum materials, teacher attitudes and school norms.
Radical	A major goal of the school is to educate students so that they will willingly accept their social-class status in society. The school cannot help liberate victimized ethnic and cultural groups because it plays a key role in keeping them oppressed. Lower-class ethnic groups cannot attain equality within a class-stratified capitalist society. Radical reform of the social structure is a prerequisite of equality for poor and minority students.	To raise the level of consciousness of students and teachers about the nature of capitalist, class-stratified societies; to help students and teachers to develop a commitment to radical reform of the social and economic systems in capitalist societies.	
Genetic	Lower-class and ethnic minority youths often achieve poorly in school because of their biological characteristics. Educational intervention programs cannot eliminate the achievement gap between these students and majority-group students because of their different genetic characteristics.	To create a meritocracy based on intellectual ability as measured by standardized aptitude tests.	Ability-grouped classes; use of IQ tests to determine career goals for students; different career ladders for students who score differently on standardized tests.
Cultural pluralism	Schools should promote ethnic identifications and allegiances. Educational programs should reflect the characteristics of ethnic students.	To promote the maintenance of groups; to promote the liberation of ethnic groups; to educate ethnic students in a way that will not alienate them from their home cultures.	Ethnic studies courses that are ideologically based; ethnic schools that focus on the maintenance of ethnic cultures and traditions.
Cultural difference	Minority youths have rich and diverse cultures that have values, languages and behavioral styles that are functional for them and valuable for the nation-state.	To change the school so that it respects and legitimizes the cultures of students from diverse ethnic groups and cultures.	Educational programs that reflect the learning styles of ethnic groups; that incorporate their cultures when developing instructional principles; and that integrate ethnic content into the mainstream curriculum.
Assimilationism	Ethnic minority youths should be freed of ethnic identifications and commitments so that they can become full participants in the national culture. When schools foster ethnic commitments and identifications, this retards the academic growth of ethnic youths and contributes to the development of ethnic tension and balkanization.	To educate students in a way that will free them of their ethnic characteristics and enable them to acquire the values and behavior of the mainstream culture.	A number of educational programs are based on assimilationist assumptions and goals, such as cultural deprivation programs, most Teaching English as a Second Language programs, and the mainstream curriculum in most Western nations. Despite the challenges that they received during the 1970s, the curricula in the Western nations are still dominated by assimilationist goals and ideologies.

(from Banks, J.A. "Multicultural Education: Development, Paradigms and Goals" in Banks, J.A and Lynch, J (eds) *Multicultural Education in Western Societies*. London: Holt, Rinehart & Winston, 1986: 12-13)

It is interesting that Banks, from the University of Seattle, Washington, USA, spells out how tensions develop at different stages or phases and how the differing paradigms relate to these tensions. For example, he argues that the cultural pluralism paradigm "tends to emerge during the first phase of ethnic revitalization". He adds that assimilationists

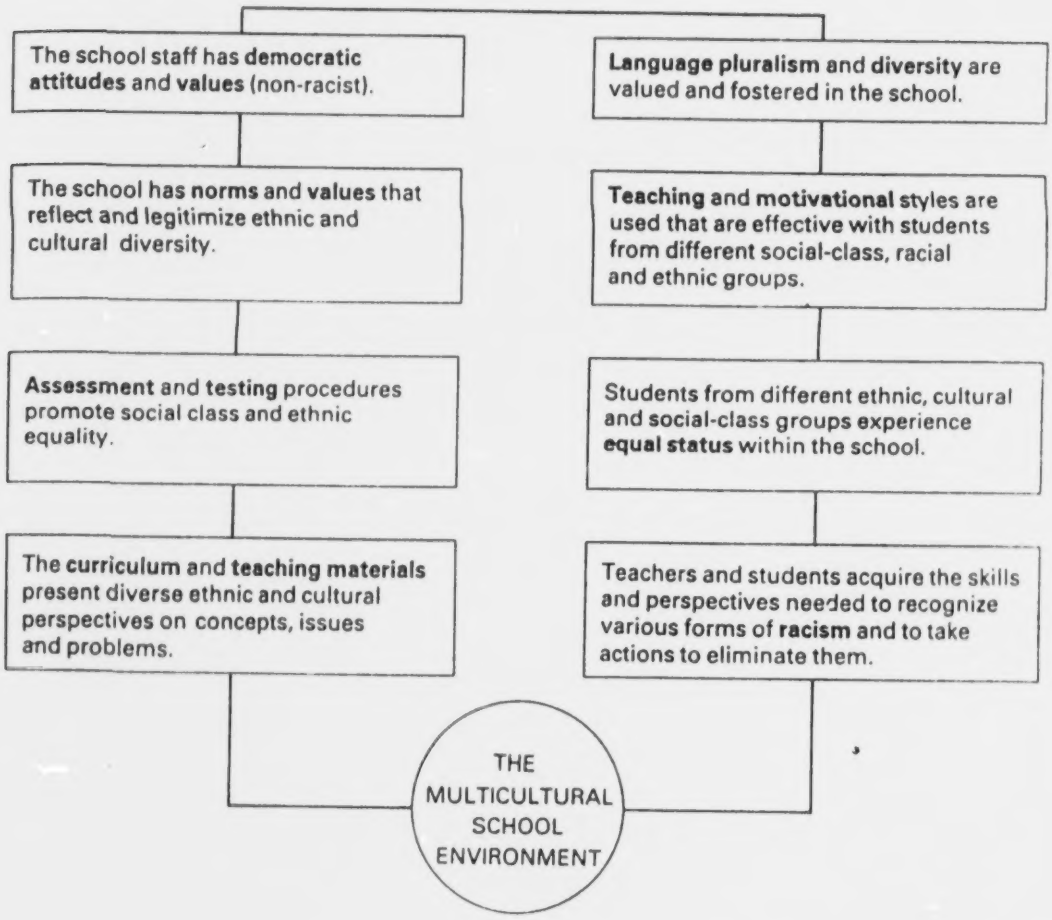
> often oppose pluralist programs such as bilingual education and ethnic studies because, they argue, these programs prevent students from learning the skills needed to become effective citizens and from developing strong national loyalties. (ibid.: 21)

Views such as these have been among the major clashes of opinion in the public media of Australia on this issue in the past 5 years. Banks' solution to the difficulties of basing any program in schools on any single paradigm from among the ten he identifies is for him to argue for a"multi-factor paradigm and holism". By this he means that teachers should recognise that the school is a social system and as such the whole environment must be considered in any plan to examine and develop appropriate curriculum and organisational aspects relative to the multicultural needs of the pupils and the society. Figure 2 from Banks' presentation is his example of a "reformed school environment based on a multi-factor paradigm (holism). In this situation, Banks argues, the total school system is considered with all its influences and "factors". An important element in the Banks' model is that teachers also will be subjected to change as Banks says:

> While students will find it necessary to assimilate values, knowledge and skills from the mainstream culture, educators should also assimilate some of the values, ethos and perspectives of their ethnic minority students. (ibid.: 24)

Figure 2: Banks' "Reformed school environment" model.

Development, paradigms and goals


The school staff has democratic attitudes and values (non-racist).
Language pluralism and diversity are valued and fostered in the school.
The school has norms and values that reflect and legitimize ethnic and cultural diversity.
Teaching and motivational styles are used that are effective with students from different social-class, racial and ethnic groups.
Assessment and testing procedures promote social class and ethnic equality.
Students from different ethnic, cultural and social-class groups experience equal status within the school.
The curriculum and teaching materials present diverse ethnic and cultural perspectives on concepts, issues and problems.
Teachers and students acquire the skills and perspectives needed to recognize various forms of racism and to take actions to eliminate them.
THE MULTICULTURAL SCHOOL ENVIRONMENT

(from Banks, J.A. *ibid.* page 23)

This element is significant for teachers to realise and reflect upon. Teachers are not "neutral" agents of curriculum delivery and in areas as socially sensitive as those in multiculturalism teachers should analyse and squarely face their own beliefs, biases, actions and assumptions. In addition, the way steps are taken in developing and implementing aspects of a multicultural curriculum that will impact upon the teacher as initiator should be a factor in planning. The teacher who enters such an enterprise will in turn be changed by that enterprise.

In considering the implications for multiculturalism in the classroom in the section below, Banks' "reformed school environment" model provides a focus for the basis of the considerations and suggestions offered.

Perhaps of more direct relevance to the Australian scene has been some of the work done more recently on the "home front". The writings of Cope and Kalantzis, both at the Centre for Multicultural Studies at the University of Wollongong have attracted a good deal of interest in the last few years. Working on a curriculum model that rejected what they termed the "traditional" curriculum as well as the "progressive" they wrote a set of materials known as the "Social Literacy Project". As Cope and Kalantzis (1990) have recently described their effort:

> The Social Literacy Project began in 1979 as an attempt to develop social education materials which addressed sensitive social issues newly considered to be crucial in education (such as multiculturalism, sexism and Aboriginal studies), and to come up with a working solution to the impasse between traditional and progressive pedagogies. Our aim was to bring together the content in the new areas of social concern and the ideals of enquiry learning without losing intellectual rigour, education validity, and traditional academic skills. Social relevance did not have to mean Mickey Mouse curriculum just for the disadvantaged. Our concerns were for all students, equally. (p.134)

The materials produced, while structured and to some tastes a little prescriptive are, as Cope and Kalantzis (ibid) argue, "deliberately packaged in such a way that they can be reprogrammed". (p139) The approach they have taken is to suggest a particular lesson/teaching strategy which involves a sequence of six steps at the "microlevel" and a set of concepts and approaches to be planned for over a year (the "macrolevel").

The basic thrust of the Cope and Kalantzis material is to present a more holistic view of social science curriculum design and implementation which places issues such as multiculturalism and gender within a broader strategy aimed at ensuring social equity outcomes through language access, explicit skill development, all leading to social participation in the dominant culture. The relationship of the recent "genre-based" approach to teaching writing in schools and its systemic-functional grammar basis as an underpinning for much of the social literacy approach is also explicitly spelt out by Cope and Kalantzis.

Another project of interest at this stage is the "HOME" project, conducted in Tasmania between 1984 and 1985. This project focussed on children's views of Australia as "home" and the relationship between their ideas about cultural diversity and their perception of "home". Over 700 children from "monocultural" schools were examined as to attitudes and knowledge and an interesting set of findings emerged.

The gathered information indicated that these children generally:

- had little actual knowledge of migration and found the migrant experience to be very remote from their own lives;
- saw cultural diversity fundamentally in terms of differences between individuals;
- did not perceive any real link between ethnicity and behaviour;
- were more aware of and positive towards issues concerning individuals than towards issues concerning ethnic groups or towards ethnic group identity;
- did not easily accept or value linguistic diversity;
- did not generally display overt prejudice towards member of minority ethnic groups;
- had positive attitudes towards aspects of cultural diversity that were distanced from them but basically looked on the world from an ethnocentric viewpoint;
- in some cases had both ethnocentric and strongly prejudiced attitudes towards people culturally different from themselves;
- were uncertain about Australian identity and often held fixed, stereotypic views of Australianness;
- were uncertain and uncommitted about the concept of ethnic identity in general and about Tasmanian Aboriginal identity in particular;

- were more positive towards cultural diversity if they were in primary rather than secondary school classes;
- were more positive towards cultural diversity if they were girls;
- displayed a wide range of individual differences in their understanding of Australian cultural diversity. (Naqvi and Scharaschki, 1987: 23)

The views presented in the HOME report show a broad range of attitudes among the group. The children also revealed some important areas for education to plan to address. The issues of non-acceptance of value of linguistic diversity and the uncertainty of Australian identity and apparent strong ethnocentric views all show need for educational and curriculum development. Surveys such as this one highlighted the need to carefully examine the pupils' attitudes and pervasive beliefs before embarking on curriculum plans and programs in such sensitive areas.

Multiculturalism and Schools

What do we conclude from this writing and examination of multiculturalism?
The following points are an attempt to offer a brief summary of key issues:

* The topic of multiculturalism arouses strong reactions in many members of our community. Some of these reactions are based on a misunderstanding of the term and its implications. Others are basically racist responses to cultural and ethnic diversity which argue for a society that is "true blue" Australian. This latter view is a mythical "impossible dream".

* Australian and State Governments are openly espousing policy and programmes to "foster" a multicultural view of the Australian society.

* Teachers should be agents of change with respect to fostering multicultural views in our society.

* School programmes and activities must go beyond "culture" and "food" days. Many such surface events exacerbate the differences and confusion rather than aid understanding and attitude change.

* A useful approach, in general, is to adopt a positive stance and teach <u>for</u> human rights and cultural diversity, rather than develop programmes aim mainly against racism, religious discrimination and sexism.

* In attempting to engage in "multicultural education it is apparent that the school and its teachers need to be proactive and reach out to the community groups rather than hold school-based meetings and activities for the community to "attend".

* The future success of the aim for a multicultural society depends on today's school children and their beliefs and attitudes.

* Because of the key nature of their societal and professional position teachers need to be acutely aware of their own prejudices, biases and attitudes. (Teachers are "non-neutral" agents in the multicultural enterprise).

* Schools should be cautious in making assumptions about their communities with respect to the way diverse ethnic and cultural groups can be brought together on any assumption that ethnicity confers understanding of multiculturalism.

Classroom Implications

Any brief booklet that attempts to offer, in a short section, handy, relevant and up to the point advice for teachers in their classrooms runs the risk of only scratching the surface. The authors of this booklet are aware of this aspect and fervently hope that this "scratch" leads to an infectious effect on teachers who read it.

1. "Mono cultural" Schools - A note

Many of our schools are not located in community settings where the description "multicultural" really applies. It is just as important however, that the issue of multicultural education is addressed in these contexts as in those areas where there is a high level of cultural diversity in the school community.

There is a need for general caution in a "monocultural" school that the focus in any multicultural aspects of the curriculum should not be on aspects that emphasize different and stereotypic views as this is counter productive.

Of course, the notion that any school in Australia can really be described as "monocultural" is also open to considerable debate. As Al Grassby frequently said in the 1970's, "we are all immigrants" if you go back far enough and certainly all non-Aboriginal Australians are recent immigrants.

In terms of Banks' "reformed school environment" model presented above, the eight suggested goals can be considered and most can be applied irrespective of the multicultural or monocultural nature of the actual school and its community.

2. *Key goals (after Banks)*

(a) The school staff should have non-racist democratic attitudes and values.

It is apparent that a positive non-racist approach in the school and amongst the staff can be developed. Useful resources for consideration by the staff are the Human Rights Commission materials on Racism and Ralph Pettman's book "Teaching for Human Rights".

(b) The school needs norms and values which reflect cultural and ethnic diversity.

This aspect should be a central aim of the school and the staff should attempt to analyse and monitor the norms and values. Mere rhetoric in formal stated school aims is not enough.

(c) Assessment and testing procedures should promote social class and ethnic equality.

All too often assessment and testing procedures assume far too much which is biased against some social classes, groups from different ethnic backgrounds, language and cultural experience. Even test formats can be 'biased'. School needs to consciously and carefully monitor these aspects.

(d) The curriculum and teaching materials should present a diverse range of ethnic and cultural perspectives on issues and problems.

In order for this aspect to be realised the school, parents and staff need a clear understanding of each other's ethnic and cultural views and the many related diverse perspectives on issues. Often this diversity, if not sensitively handled, can lead to more misunderstanding. A positive, deliberate approach which emphasizes the legitimacy of diversity and ethnicity as a positive value rather than a 'problem' to be overcome is necessary.

(e) Language pluralism and diversity are valued and fostered.

One of the major failures of the Australian educational systems has been the low uptake of languages other than English by the Anglo Australians and in the lack of value attached to the language diversity already present. The loss of many Koorie languages as well as the

open hostility to 'foreign' languages in the post-war immigration intakes has left a set of values we now have to redress.

(f) Appropriate and effective teaching styles should be used with children from different ethnic and cultural groups.

This element is closely related to the norms and values of the school. Students from different groups and cultures have different patterns of interaction and expectations, and often respond very differently to varying teaching and motivational strategies. The school must have a flexible and adaptable set of patterns which allows for variation in response and understanding. Assertion of the dominant pattern as 'right' is fraught with problems.

(g) Assurance that pupils from differing cultures and backgrounds experience equal status within the school.

If the school norms and values legitimize ethnic and cultural diversity it also follows that care needs to be taken to avoid inequity among the various diverse groups. Too frequently those ethnic groups 'closest' to the dominant culture are often perceived as being more readily acceptable than those more divergent. Hierarchical treatment of group status should be avoided at all cost.

(h) Teachers and pupils should be able to recognise forms of racism and take steps to eliminate them.

Whilst basic approach should be a positive emphasis on equality of human rights and the avoidance of such 'issues' on racism, both teachers and pupils should be able to recognise and combat racism in social, institutional, work and recreational situations.

This aspect should be approached from the perspective that racism is a violation of basic human rights and should be avoided, redressed and prevented.

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2: School Libraries in a Multicultural Society

Introduction

The importance of school libraries in Australia has been well established since the 1966 Fenwick report. A library can be found in almost every school in Australia as a matter of policy of the various educational authorities.

Nevertheless the school library does not have its own entity. It exists only as part of the school, and cannot exist separate from its environment, the shool, for which it is created.

Over the past two decades the school library has evolved its position from a peripheral to a central role as a result of educational changes. In addition, the level of involvement and the range of functions of the school librarian have increased from the traditional responsibilities of collection development and management to more extensive roles. The school library's services are shaped by the educational goals and objectives of the school or system which is in turn shaped by the society in which the school is located.

The school is one of the agents of socialisation, and schooling aims to equip pupils who go through the process with the knowledge, understanding and skills for living in a society. Thus education, if it is to be of any significance, is governed by the policy relevant to a particular society. As the society changes, so does the education policy, or else education will be irrelevant, and those who go through the system will end up ill-fitted to take their place in society.

Australian society has changed socially and politically since the second world war. Although the Australian population is mainly Anglo-Saxon, the non-English population has increased dramatically with the progressive liberalisation of the immigration program, especially after the mid-1950s. The immigrants have brought with them cultures from their homelands, a range of differing expectations, skills, and interests, thus contributing to the diversity of the Australian society.

The significance of cultural diversity and its implications were not recognised until the early 1970s. Prior to this period the Commonwealth government strongly believed that

immigrants would be assimilated without any problem into the mainstream Anglo-Saxon society, and would give up their cultural heritage. Accordingly, little special consideration was given to the education of children from non-English speaking backgrounds. However, the policy of assimilation was later deemed to be unfeasible. This policy was replaced by the concept of integration, and more recently by the policy of multiculturalism (see Booklet A for a brief historical perspective).

The realities of the problems of the non-English speaking migrants, mainly related to the learning of English and employment opportunities, led to a range of measures being undertaken by governments at all levels to improve the lot of the new immigrants. The introduction of the Adult Migrant Education Program (AMEP) in 1970, the Child Migrant Education Program (CMEP) in 1971, and later the Multicultural Education Program and the interpreter service following the 1978 Galbally Report were the early steps taken by the Federal Government. State and Local Government authorities have also set up various drop-in centres, self help groups and other services in response to the real needs demonstrated by the communities.

There was also increased recognition since the early 1970s of the rights of each cultural group to preserve and develop its own identity within a cohesive Australian society. Cultural diversity was no longer seen as a threat to the well-being of the Australian society. Government policies in education started to incorporate the ideology of cultural pluralism. Measures for the education of non-English speaking children and of all children for and in a multicultural society were adopted. While from time to time there have been some reactions and so-called "backlash" publicity the multiculturalism policies have been in place for over 15 years and experience fairly widespread support in the community. The education policy towards non-English speaking groups has changed from time to time according to the government's policy towards non-English speaking migrants over the years from assimilation to integration to multiculturalism. The first signal for the school to cope with the reality of the multicultural situation was given by the Australian Schools Commission in its 1975 report which states:

> The multicultural reality of Australian society needs to be reflected in school curricula (languages, social studies, history, literature, the arts and crafts), in staffing and in school organisation. While these changes are particularly important to undergird the self-esteem of migrant children they also have implications for all Australian children growing up in a society which could be greatly enriched through a wider sharing of the cultural heritages now present in it. (Australia. Schools Commission, 1975: 91)

Later, in its 1979 report to the Australian Schools Commission, the Committee on Multicultural Education went a step further, stating:

> Education for a multicultural society involves and is the concern and responsibility of all schools, all teachers, all students, all school committees. The issues involved relate to the overall work of the school; the curriculum, the school organisation and administration, teacher education and development, personnel training and school/community interaction. Education for a multicultural society embodies an educational philosophy that requires expression in educational policy. Therefore all levels in the formal education system (pre-school, primary, secondary and tertiary) have an obligation to promote and teach programmes based on the belief that the various cultures represented within the Australian population have something to learn from others.(Australia. Committee on Multicultural Education, 1979: 10)

Policies and curriculum initiatives relating to education in and for a multicultural society were developed by the various state/territory education authorities in the early 1980s based on the recommendations of the 1979 report of the Committee on Multicultural Education.

Amongst the programs implemented in varying degrees were:

1. Bilingual education, with English and another language;

2. English as a second language;

3. Community languages, either as a first or second language, and

4. Multicultural / intercultural / ethnic studies.

The aims of all these programs were to enable: 1. children from non-English speaking backgrounds to improve their self-esteem, life chances and to maintain their cultural identity; 2. children from both English and non-English speaking backgrounds to understand each other better, and to combat prejudice and racism.

The introduction of multicultural perspectives across the curriculum, English as a second language for non-English speaking children, and a wide range of languages other

than English has been a major curriculum innovation of the Australian education systems from around the mid-1980s.

School curricula nowadays are increasingly reflecting the cultural diversity of the Australian society. A curriculum "that is not responsive to the cultural diversity of the Australian society misrepresents that society."(Christie-Johnston, 1987: 703)

Most states have advisors and teacher consultants to provide advice and support for school curriculum development and initiatives in the multicultural area. A multicultural education centre has also been established in each state and territory where materials relating to the area are held and made available for loan to schools. Advice and expertise are also available from the centre.

Funds were made available by the Federal Government for innovative projects that would improve the mainstream professionals' understanding of minority groups and their delivery of service to those groups. In 1989 the Federal Department of Employment, Education and Training funded projects under the Multicultural & Cross-Cultural Supplementation Program (MACSP) to the tune of $900,000, including $30,000 for the project to introduce cross-cultural studies for teacher-librarians at Monash University College Gippsland.

Implications of the Multicultural Policy on the School Librarian

The role of the teacher-librarian is to contribute to the teaching/learning programs of the school in any environment, be it monocultural or multicultural, through the following processes:

1. **Consultation** - The teacher-librarian identifies teaching and learning strategies, works with teachers and students in the selection, production, and evaluation of learning resources, and serves as a consultant in planning effective learning activities.
2. **Selection of Learning Resources** - The teacher-librarian matches learning resources to user needs.

3. **Curriculum Development** - The teacher-librarian participates as a partner in planning, implementing, and evaluating curriculum.

4. **Instruction** - The teacher-librarian teaches co-operatively with other staff members and helps to develop learning skills of students.

5. **Management** - The teacher-librarian manages the library resources and equipment and decides on methods of their access.

6. **Communication** - The teacher-librarian interprets the library's role in the teaching and learning activities of the school to the teachers and students.(Clemens et al.,1982)

In undertaking the above processes, the teacher-librarian in a multicultural society needs to be conscious of the multicultural factors that have to be taken into consideration, including the non-English speaking users, non-English resources, and resources for multicultural education. He/she can use his/her expertise to develop with classroom teachers multicultural perspectives for their teaching units.

Attributes that will make one a good teacher-librarian in a multicultural society include not only professional librarianship skills to work in a school library but also positive attitudes to the concept of multiculturalism.

The teacher-librarian has to be firmly committed to the concept of multiculturalism. Only then will the teacher-librarian have a positive attitude towards people from cultural backgrounds different from his/her own. A teacher-librarian with such a commitment is likely to be more dynamic and enthusiastic in discharging his/her duties than someone with a non-commitment to the concept, or someone with a negative attitude towards people from other cultural backgrounds.

The teacher-librarian has to be dynamic and actively involved in the promotion of the multicultural concept, especially when the concept of multiculturalism is in its infancy. He/she is in the best position to do that. This involves changing the attitudes of some, if not all, teachers towards adopting a multicultural approach in their teaching, and a realisation that multicultural perspectives apply to the whole spectrum of the school curriculum.

Nevertheless changes are unlikely to take place unless they are planned. Before he/she can achieve that, the teacher-librarian must possess some knowledge relating to the settlement of Australia, demographic changes, the significance of migration to Australia, government policies of assimilation and multiculturalism, personal and institutional racisms and prejudices, and the issues of cultural diversity of contemporary Australian society.

The teacher-librarian must remember that, according to the National Agenda, (OMA, 1989) "multicultural policies aim to realize a better Australia characterized by an enhanced degree of social justice and economic efficiency". (p.vii) Thus, besides having the opportunity to maintain his/her language and cultural heritage, each individual has equitable access to educational opportunities and social resources, which means equal life chances, without overlooking the importance of social cohesion of the various ethnic groups. At least that is the Commonwealth government policy on paper, and to translate it into action may not be easy.

The teacher-librarian has to find out if the school has a multicultural policy. If it does, then the teacher-librarian must find out what is in the policy and its implications for the library. But if such a policy is not available, the teacher-librarian should, with the help of members of the teaching staff and the principal or a committee, develop one. Once a multicultural policy for the school is available, the teacher-librarian can develop a library policy taking into account the school multicultural policy, which will then be used as guidelines for the operation of the library.

Library resources must reflect the cultural diversity of the society, and they must be available for the implementation of multicultural programs. Problems associated with the availability of such resources was noted by Cahill (1984) in his report, Review of the Commonwealth Multicultural Education Program. Cahill reported that there was little Australian-produced material to be purchased, adding, "It seems sad that so much money has been allocated for the purchase of materials that in the main have not been Australian-produced but more importantly they have nothing to say on the Australian multicultural mosaic." (Cahill, 1984: 279-280) Cahill also commented that the purchase of library

resources "has often been done within the parameters of inadequate and limited conceptions of multicultural education or been selected with lack of knowledge about the availability of suitable books". (ibid.) Unfortunately even today many teachers still think that multicultural education is only dealing with the customs and the foods of minority migrant groups. This may be due partly to be ambiguity surrounding the concept of multicultural education.

Since the Cahill report little change has been made to the school library. Materials that reflect the multicultural nature of the Australian society and for the implementation of multicultural programs remain inconspicuous or insignificant in most school library collections this year (1991).

A selection policy on the type of materials to be avoided has to be developed. The teacher-librarian must be aware of materials which are likely to embarrass or offend an ethnic minority group in the school, or which are likely to provoke or exacerbate inter-ethnic tensions. At the same time, if the teacher-librarian is to help fight racism he/she needs "to provide children in school with books that encourage understanding and respect for all ethnic groups, and to show that schools value different cultures and languages equally".(Raddan,1984: 23)

The teacher-librarian must be on guard against racially prejudiced books. The power of the written word and picture has been noted by authorities. As the Bullock report (U.K. DES, 1975) states, "All teachers need to be aware of the way books and pictures shape children's attitudes to one another and to society, and of the ethnocentric bias of many of the books used in schools". In selecting materials for the library, the teacher-librarian "should include works that reflect the experience of children from overseas origin and materials about their homelands and cultures".(ibid.)

Blatant racist materials have no place in the library collection. It is, therefore, justifiable for the teacher-librarian not to stock racist and racially / culturally biased materials in the library unless they are to be used for the study of bias and racism in published materials.

The upholding of this principle may not be appreciated by some section of the community. But the teacher-librarian has to realise that the budget for library operation is limited and that it has to be used wisely. In addition, the library has to implement the school multicultural policy of not tolerating racist attitudes in the school ground. Blatant racist material, therefore, has no place in the library collection. A sensitive, competent book selection will "provided enlightenment rather than encourage prejudice and racial bias". (Clough and Quamby, 1978: 300)

The teacher-librarian must be familiar with local ethnic minority groups to gain a knowledge of their cultural, social and religious backgrounds. Information of interest and value to ethnic minorities must be acquired from various government and community organisations. At the same time he/she must be aware of information networks and understand how they are to be used.

Appropriate resources must be provided in schools where English as a second language and community language programs are available.

In a school where children from different language backgrounds can be found, the provision of books in the children's vernacular is regarded as essential. It would, according to Clough and Quarmby (1978: 300),

> serve the dual purpose of offering encouragement to the children to keep in touch with their own vernaculars and demonstrating to all children that there is another world, another culture, another language, worthy of respect.

Reading material in languages other than English should be made available "to facilitate cognitive and educational development, and to help readers find their personal and group identity".(Clyne, 1986: 73)

According to Whitehead (1981), the person doing the selection of non-English materials ought to have two kinds of competence. One is the traditional professional competence which is expected from someone selecting books in English. The other is cultural competence which requires that person to have some cultural understanding of the group for whom the resources are selected. Whitehead is of the opinion that poor selection

"can arise through use of people who are professionally competent but do not know the language or the people; and also through use of people who are linguistically or culturally adequate, but do not know libraries". (Whitehead, 1981: 15)

Control over the distribution of and access to knowledge is one way of controlling society. The uneven distribution of knowledge is also seen as one of the ways by which some individuals and sub-groups within a society maintain their power and control over others. The teacher-librarian is able, through his/her decisions in the selection, acquisition and organisation of resources for use, to assist in the prevention of such a phenomenon from occurring.

Besides knowing what resources to acquire to meet the curriculum needs of education in and for a multicultural society, the teacher-librarian, after having acquired the resources, must publicise and promote them. The possession of good and effective communication skills will help the teacher-librarian to promote not only the resources and services of the library, but also the role of the teacher-librarian as an indispensable partner in planning educational programs.

In the acquisition of multicultural materials, assistance may be obtained from various sources. Multicultural consultants such as those at the multicultural centre and the ethnic schools resource centre or its equivalent are able to provide useful leads. Information about suppliers may be obtained from directories or lists of suppliers such as the Resource Guide: a List of Suppliers of Teaching Materials in Languages Other Than English, compiled by Silvana Salvati (1990); guidelines on assessing materials for cultural bias can be obtained from publications such as Taking Stock: Assessing Teaching-Learning Materials for Cultural Bias -- Some Guidelines and Strategies by J. McIntosh (1984). Publications put out by the education authorities such as A Guide for Selecting Bilingual Bicultural Resource Materials, by M. Watt and M. De Jong (1984) of the Tasmanian Education Department, and Education for a Multicultural Society: a Resources List, edited by M. White (1983) of the Queensland Department of Education are indispensable selection tools for multicultural materials. Buying

Books in Other Languages by A. Holmes and D. Whitehead (1983), though somewhat dated, provides some useful information on the publishing and the accessibility of overseas material.

Since the Cahill report in 1984 more Australian produced material is now available.

Materials in languages other than English have to be organised and catalogued so that they can be accessible. But problems still exist in the organisation of minority language materials for access. In a survey of selected public libraries in large cities of countries known to have ethnic minorities, Wellisch (1980) found that the methods of cataloguing minority language materials did not serve the needs of ethnic minorities very well. According to Wellisch, many of the difficulties encountered in providing library services to ethnic minorities "can be tackled effectively by cooperative efforts and a centralised service". (Wellisch, 1980: 233)

Apart from acquiring materials for the library, the teacher-librarian should also explore the possibility of obtaining materials on short term loan from other organisations such as the local public library or government departments. This is especially useful in cases where the demand for the materials is only transient, in order not to spend too much money on resources which may not be used again.

Implications for School Library Professional Education

Very little has been done in Australia to prepare teacher-librarians to work in a multicultural society. Although the Committee on Multicultural Education (1979) suggested specific training needs for: (1) general classroom teachers at the primary level; (2) subject teachers at the secondary level; (3) teachers of English as a second language; (4) teachers of community languages, and (5) principals, to work in a multicultural society, no mention was made of training for school librarians. Cahill (1984) reported in his findings that not one Multicultural Education Co-ordinating Committee (M.E.C.C.) had reported that it had targeted librarians for an inservice course.

So far information on school/teacher librarianship courses to prepare teacher-librarians to work for and in a multicultural society rather than the traditional Anglo-Saxon society is hard to find. In institutions which provide school/teacher librarianship education, multicultural perspectives do not transcend the whole curriculum. They are being dealt with in a small way in some subjects, and not at all in others. This is the fact revealed from literature search and institutional survey.

Moreover, publications in Australia that teacher-librarians may look to for guidance to work for and in a multicultural society are few. Nevertheless there was more interest shown in the promotion of library services in a multicultural Australian society in the first half of the 1980s than in the later half, more so of the public library services than of the school.

The fact that the school library, and with it the teacher-librarian, has an important role to play in the enculturation of students in a multicultural society and the enhancement of their cultural identity, equity of access to social resources and life chances, has influenced the Commonwealth Government to fund a Cross-cultural project for school librarianship courses at Monash University College Gippsland.(note 1)

The funding has enabled the project team to develop a model library collection for the promotion of multicultural programs and modules for the introduction of multicultural components into school librarianship subjects. Hopefully the outcome of the project will lead to greater cultural awareness and ethnic literacy of teacher-librarians.

The modules include, among others, elements that were considered important in a survey taken of school librarianship students at Monash University College, Gippsland, in 1989. Elements that were suggested in the survey were intended to equip students who will be future teacher-librarians with the knowledge of:

A. The cultural differences of the ethnic groups in the Australian society; the problems of migrant children; how children from various backgrounds learn and their attitudes towards learning; the problems of children from non-English speaking backgrounds using library resources; what children and adolescents in other countries read;

children's literature of non-English ethnic minorities translated into English; and, literature which promotes multiculturalism.

Nevertheless, all these aspects should be preceded by the student having an understanding of the meaning of culture, the concept of multiculturalism, cultural diversity of the Australian society, the importance of immigration to the Australian society, issues of race and racial prejudice, stereotyping, and measures to deal with such issues.

B. Selection of resources in different community languages for children from non-English speaking backgrounds; guides to selection of resources against cultural bias; sources and suppliers of resources in languages other than English.

C. Directories of: multicultural resource centres and consultants to assist with multicultural literature; and story tellers and authors who can tell ethnic stories or histories.

D. Matters dealing with organisation and cataloguing of resources in languages other than English -- in both Roman and non-Roman scripts -- for native and non-native speakers of the language.

Wellisch (1980) offers four approaches for the bibliographic access of non-English materials and one of these may be adopted for the library.

(i). The use of the conventional author-title-subject catalogue, augmented with cross-references in foreign languages. In this case names and titles in non-Roman scripts are romanised and interfiled. The subject headings are in English, with subject cross-references in the respective language referring the user to the same subject headings in English.

(ii). The establishment of a separate subject catalogue with subject headings in a non-English language. In this case subject headings in English for the same item should also be created and integrated in the general subject catalogue. This approach may be used if only one language other than English is to be catered for, but not when there are many languages to deal with.

(iii). The arrangement of subject entries in different scripts in a classified order using, for example, DDC classification scheme, with indexes to it in as many languages as needed. In this way entries in different scripts can be interfiled. The entire subject collection of the library, irrespective of language or script, is therefore displayed in a single classified sequence, while access to subjects is provided for any language .

(iv). In addition to the existing dictionary catalogue in English, the creation of a classified subject catalogue for only the minority language materials in the collection with subject indexes in the respective languages and cross-references to them from the English subject headings in the catalogue in English.

Some non-Roman scripts such as Chinese, Japanese and Korean, create further problems by the fact that to reconstruct the words (or characters as in Chinese) from a transcription of the original is often difficult, if not impossible. If titles in languages other than English are, therefore, not recorded in the catalogue with the type of users in mind, then access to those titles will be limited. Nevertheless, the current common cataloguing practice dealing with materials written in non-Roman script is to romanise or transliterate authors' names and titles to the working language of the library environment (e.g. ASCIS and ABN databases in Australia).

Many of the difficulties related to bibliographic control may be dealt with effectively by co-operative efforts and a centralised service. Nevertheless, centralised services provide only basic catalogue entries. Individual libraries will have to depend on librarians or someone else with the necessary expertise to file catalogue entries and arrange non-English language materials to best serve the non-English speaking users.

Suggestions were also made that students should spend part of their library practicum in a school with a high number of children from non-English speaking backgrounds, and to learn from teacher-librarians who are already working in such situation. However, opinions varied on the requirement of teacher-librarian to have a working knowledge of a second language.

Where a language other than English is prevalent in a school, the teacher-librarian who has a working knowledge of that language will definitely be a boon to his/her work, unless the teacher-librarian has access to someone else with the knowledge of the language. Someone with a knowledge of another language can help in the selection, acquisition and organisation or resources in that particular language. The teacher-librarian may resort to review media for help with the evaluation and selection of materials in languages other than English.

The modules have to be incorporated as parts of the core subjects of the courses to ensure exposure of all students. An optional subject on its own dealing with all multicultural aspects is not recommended for fear that only students who have accepted the multicultural concept will do it, thus teaching only to the converted.

Conclusion

The U.S. Task Force on Library and Information Services to Cultural Minorities (Josey, 1985) has agreed that all libraries, including school libraries, could assist cultural minorities to become equal participants in society through access to information. There is, therefore, a need to ensure an equity of access to basic learning resources held in each school and to resources held in the broader community. Such access has to be part and parcel of the Commonwealth Government's commitment to the principles of access and equity for all members of the Australian society, irrespective of race, ethnicity, religion and culture.

The intention to include multicultural components within the school librarianship course is an important consideration by the Commonwealth Government. The next step is for institutions responsible for teacher-librarian education to ensure that multicultural perspectives are introduced across the whole curriculum of their courses, in order that future teacher-librarians will be better equipped to work in and for a multicultural society. An understanding by the teacher-librarians during their training of the cultural background and

information requirements of different ethnic groups in a multicultural society is a necessity, as Klein (1985: 79) says:

> There is no option to the multicultural society, and librarians, who are being trained to serve society in the provision of resources and information, need to be given a sound understanding in their courses of the backgrounds, cultures and specific information and literature requirements, of all the groups in our society.

However, despite all the good intentions and ideas, not much can be achieved if conditions for the employment of teacher-librarians are not improved, due mainly to lack of recognition of the importance of the teacher-librarian's position, as evidenced in the avenues for promotion and pay.

Pathways for teacher-librarians to senior positions are limited. Although a handful of teacher-librarians have been promoted, their promotions have not been library related. Teacher-librarians seeking promotion must go into the classroom.

The other is that teacher-librarians are not duly rewarded financially even though they have qualifications in both teaching and librarianship which require a longer period of training than a straight classroom teacher. Nevertheless some changes have recently been made with regard to promotion opportunities, albeit very slowly. For example, the Victorian Ministry of Education has recently created an Advance Skills Teacher category, providing opportunities for teachers with additional library qualification to be recognised and duly rewarded financially.

Moreover, teacher-librarians with language skills are hard to come by, although this is not a big problem if some assistance can be obtained.

Certain commitment is demanded of teacher-librarians in a multicultural society. As Christie-Johnston (1984: 335) says:

> It is not enough to attempt to meet the special needs of migrant students ... A commitment to multiculturalism requires all teacher-librarians in all schools to examine their philosophy as well as their resources to ensure that the library does, in fact, promote tolerance and respect for cultural differences and reflects the fact that Australia is no longer a monocultural society.

Teacher-librarians have an important role to play in helping schools, as agents of socialization, to develop students who come through the system from various cultural

backgrounds into useful citizens, living in a harmonious environment, free from racial prejudice and with equal access to educational opportunities and social resources. Consequently as professionals, teacher-librarians must be thoroughly sensitized to the needs of the ethnic minorities who are part of the mainstream society.

Note

1. Four library-related projects funded in 1989 under the Multicultural & Cross-Cultural Supplementation Program (MACSP) were:
   i. Cross-cultural studies for teacher-librarians (Monash University College Gippsland); ii. Development of multicultural education modules for teacher-librarians and public librarians (Dept. of Information Systems, Queensland University of Technology, and Dept. of Communication & Resources Studies, Brisbane College of Advanced Education); iii. Training and qualifications of staff in multicultural or ethnic librarian positions (Northcote Library on behalf of the Australian Library and Information Association), and iv. Integrating foreign language sources into library and information studies - development of an education module (Centre for Library and Information Studies and School of Communication, University of Canberra).
   Additional funding was made available later for the National Library of Australia to conduct a survey of library collections in languages other than English.

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3: Initial Surveys of Multicultural Concepts and Practices for Teacher-Librarians

In order to be in a better position to achieve the objectives of the project, the team conducted a few surveys at the start of the project. These surveys included the following:

(a) Databases - ERIC, ABN, MAIS, APAIS, ASCIS, ACIN - were searched systematically using possible combinations of many terms such as multicultural, cross-cultural, multi-ethnic, inter-racial, inter-cultural, immigration, bilingual, multilingual, global, as parameters combined with libraries, school libraries and library resources for Australian and overseas publications (books, journal articles and reports).

Abstracts of relevant titles were collected on hard copies where appropriate. Data revealed from these searches form the basis of the research materials and resource collection.

In addition to the databases, indexing and abstracting journals - Library literature, and Library and Information Science Abstracts - were also searched for publications, reports and articles related to intercultural projects and reports since 1985, and where appropriate, earlier materials.

(b) In this survey a questionnaire (see Appendix A) was sent to each of the tertiary institutions identified randomly as conducting training courses for school/teacher librarians. A total of 7 institutions in Australia, 73 in the USA and Canada, as well as 30 in the UK were sent the questionnaire. All these institutions offer school/teacher librarianship courses at both undergraduate and graduate levels.

Returns of the questionnaire were as follows: 5 (71%) out of 7 Australian institutions, 21 (29%) out of 73 institutions in the USA and Canada; and 3 (10%) out of 30 institutions in the UK.

The returns from the Australian institutions revealed that they did not place equal emphasis on multicultural aspects in their courses. Policy statements of the respondents indicated that needs of multicultural society and multicultural issues were considered in every unit of study. The remark of one institution (Librarianship,

School of Communication, University of South Australia) reflected the common intended practice. According to the respondent, it did not have a unit or program in multi-culturalism, but 'it is policy that the needs of a multi-cultural society use to be considered in every unit of study in our courses as appropriate'. Options are available for students to deal with multicultural aspects in projects within the Graduate Diploma courses. However, the actual amount of time devoted to multicultural issues was hard to ascertain from the course outlines that came with the returns.

Overseas, 19 (91%) of the 21 responses from institutions in the USA and Canada, while 2 (66%) of the 3 responses from institutions in the UK claimed to have compulsory units in multicultural aspects within some units of study of their school/teacher librarianship courses

Questionnaire returns from overseas institutions revealed that whereas those in the UK tended to have multicultural aspects as a part of an option course, those in the USA and Canada tended to integrate multicultural aspects in most of the units of study within their programs.

(c) A letter enquiring about the existence of multicultural education policy was sent to each State/Territory education department/ministry (see Appendix B). The replies were encouraging. All education departments/ministries had multicultural education policies, the implementation of which varied from state to state.

(d) This is a questionnaire survey of teacher-librarians in both primary and secondary schools

Seventeen schools (14 primary and 3 secondary) and the Statewide Multicultural Education Co-ordination Unit were randomly selected and their teacher-librarians were each sent a questionnaire (see Appendix C).

Five of the eight questions on the questionnaire required only a 'yes' or 'no' answer while the three remaining questions required a few words to each answer.

Returns were received from 15 (88%) of the schools and their replies were tabulated in Table 1.

The results of the survey, albeit small, do provide a rough indication of the situation in an Australian state and the expectations of some teacher-librarians with regard to school library service in a multicultural society. However, the results cannot be generalised as the results are based on a very small sample.

Six (40%) of the 15 respondents could speak or understand a language other than English. But their levels of proficiency were not indicated. Thus, their language skills could range from very little to very good or excellent.

Nine (60%) of the respondents indicated that it was important for teacher-librarians to have a working knowledge of a community language other than English.

The respondents were unanimous in working with classroom teachers in the development of multicultural education programs, community language (LOTE) programs and ESL programs.

A disappointing revelation was that 13 (87%) of the respondents never undertook any studies relating to multicultural, intercultural or interethnic relations in their teacher education or school librarianship program. Neither did they attend an inservice program designed for teacher-librarians to work in a multicultural society while in employment.

The respondents indicated that generally resources for ESL, LOTE and multicultural education in their respective libraries were inadequate and outdated.

Some of the respondents were able to get assistance from other staff members, organisations such as the Ministry of Education, Statewide Multicultural Education Coordination Unit, and guides such as Australia's people collection.

To work in a multicultural environment, a teacher-librarian, according to some respondents, should have an interest in other languages and cultures, an understanding of problems faced by students and good interpersonal skills.

Table 1: Results of the Questionnaire Survey of Teacher-Librarians

		Sent	Returned (%)
	Questionnaire	17	15 (88%)
Q		Yes (%)	No (%)
1	Do you speak or understand a language other than English?	6 (40%)	9 (60%)
2	Is it important for teacher-librarians to have a working knowledge of a community language other than English?	9 (60%)	6 (40%)
3.	Do you work with classroom teachers in the development of:		
	(a) multicultural education programs?	15 (100%)	-
	(b) community language (LOTE) programs	14 (93%)	1 (7%)
	(c) E.S.L. programs	14 (93%)	1 (7%)
7.	Have you undertaken studies in multicultural, intercultural or interethnic relations in your teacher education or school librarianship program?	2 (13%)	13 (87%)
8.	Have you attended an inservice program designed for teacher-librarians to work in a mulitcultural society?	2 (13%)	13 (87%)
4.	What resources for ESL, LOTE, and multicultural education programs have you acquired for the library? Only 3 responded to this question and they indicated generally that their resources were inadequate and outdated.		
5.	What assistance do you get or guidelines do you use in the selection of resources for ESL, LOTE, and multicultural education programs for acquisition? The respondents were able to get assistance from staff members, organiations such as the Ministry of Education, Statewide Multicultural Education Co-ordination Unit, and guides such as Australia's people.		
6.	What special qualification or quality, if any, do you think a teacher-librarian should have to work in a multicultural environment? The respondents indicated that there should be interest in other languages and cultures, understanding of problems faced by students and good interpersonal skills.		

4: Student Survey: Monash University College Gippsland School Librarianship Students

A brief questionnaire (see Appendix D) was distributed to final year students in the two distance education courses of the Gippsland Institute of Advanced Education (now Monash University College Gippsland) - the Bachelor of Education (School Librarianship) and the Graduate Diploma of Education (School Librarianship). A total of 38 B.Ed students and 29 Graduate Diploma students were sent the questionnaire.

Final year students were chosen to comment as they were in the last stages of their selected courses and had a base of experience of course completed upon which to draw in answering questions and offering views on course components.

The questionnaire was brief and simple so that as many returns as possible could be expected. In all there were 7 questions on a single page with room for expansion on responses to questions 6 and 7.

The responses to questions 2 to 6 of the questionnaire have been tabulated in Tables 2 (for B.Ed. students) and Table 3 (for Grad. Dip. Ed. students).

Table 2: B.Ed. (School Librarianship) student responses

	Agree		Disagree		Don't Know		Total	
Questions	N	%	N	%	N	%	N	%
Question 2	13	65%	4	20%	3	15%	20	100%
Question 3	14	70%	1	5%	5	25%	20	100%
Question 4	15	75%	2	10%	3	15%	20	100%
Question 5	10	50%	6	30%	4	20%	20	100%
Question 6 (a)	8	40%	11	55%	1	5%	20	100%

(Total number of students in final year B.Ed. (School Librarianship) sent questionnaire: 38; total number of returns of questionnaire: 20)

Table 3: Grad. Dip. Ed. (School Librarianship) student responses

	Agree		Disagree		Don't Know		Total	
Questions	N	%	N	%	N	%	N	%
Question 2	15	83%	1	6%	2	11%	18	100%
Question 3	17	94%	1	6%	0	%	18	100%
Question 4	14	78%	2	11%	2	11%	18	100%
Question 5	11	61%	6	33%	1	6%	18	100%
Question 6(a)	3	17%	13	72%	2	11%	18	100%

(Total number of students in final year Grad. Dip. Ed. (School Librarianship) sent questionnaire: 29; total number of returns of questionnaire: 18)
(Percentages in the tables have been rounded)

Question 1 merely asked respondents to identify which course they were completing. Twenty (53%) of the 38 students in the Bachelor of Education course and 18(62%) of the 29 students in the Graduate Diploma of Education course responded to the questionnaire.

Question 2 called for responses to the proposition that there was a place in school/teacher librarianship courses in Australia for training teacher-librarians to serve children from non-English speaking backgrounds. Of the B.Ed. respondents, 13 (65%) agreed, 4 (20%) disagreed and 3 (15%) indicated "don't know" as a response; of the Grad. Dip. Ed. respondents, 15 (83%) agreed, 1 (6%) disagreed and 2 (11%) were unsure.

Question 3 asked respondents to agree or disagree with the statement that "there is a place in school/teacher librarianship courses in Australia to make students aware of multicultural issues". While the statement could be interpreted with two meanings (viz. there already is a place or there should be a place), the responses indicated support for the "place" irrespective of the intent. Of the B.Ed. respondents, 14 (70%) agreed with the statement, 1 (5%) disagreed and 5 (25%) did not know; of the Grad. Dip. Ed. respondents, 17 (94%)

agreed with the statement, and 1 (6%) disagreed. The high percentage of B.Ed. respondents indicating uncertainty was probably due to the question's apparent ambiguity.

Question 4 asked the respondents to either agree or disagree with the statement that "Understanding another culture as well as one's own helps one to be a better teacher-librarian". Again, there are two possible meanings for this question: firstly that one needs to understand another culture in addition to one's own, and secondly, that one needs to understand the other culture to the same degree as one's own. Fifteen (75%) of the B.Ed. respondents agreed with the statement, 2 (10%) disagreed and 3 (15%) were unsure; 14 (78%) of the Grad. Dip Ed: respondents agreed, 2 (11%) disagreed and 2 (11%) did not know.

Question 5 was phrased differently from the first four. This question posed the point that "It's not necessary for a teacher-librarian to know another person's culture to work in a school library". Of the B.Ed. respondents, 10 (50%) agreed with this statement, 6 (30%) disagreed and 4 (20%) responded in the "don't know" category to this question; of the Grad. Dip. Ed. respondents, 11 (61%) agreed, 6 (33%) disagreed and 1(6%) was uncertain.

Question 6 is divided into 2 sub-questions. Sub-question (a) asked respondents to agree or disagree that the course they were currently enrolled in included components which would help them "to work in a school with children from various ethnic backgrounds". Of the B.Ed. respondents, 8 (40%) agreed, 11 (55%) disagreed and 1 (5%) did not know; of the Grad. Dip. Ed. respondents, 3 (17%) ageed, 13 (72%) disagreed and 2 (11%) were uncertain. Sub-question (b) asked respondents who agreed with the statement in (a) to name the subjects and pinpoint the specific areas in the subjects that they had benefited from. All the 9 units offered in the course gained some mention, with Language and Learning, Literature in Education as well as Information Needs and Users being identified more than others by both B.Ed. and Grad. Dip. Ed. respondents.

Question 7 asked respondents to suppose that they were contributing ideas for future courses to help teacher-librarians to work better in a school with children from various ethnic backgrounds and to indicate what they would introduce.

With reference to course development, the respondents obviously replied with their own course and recent experience in mind. Students' comments on this aspect included such statements by Grad. Dip. Ed. respondents that "As the workload is great, if introduced, something would have to be dropped", "librarians need to address this issue" and "subjects are satisfactory as they are". Comments from the B.Ed. group are not very different from those of the Grad. Dip. Ed. group.

Specific suggestions from both groups of respondents included the need to know the availablity of foreign language books, their English translations, their sources and suppliers, what children and adolescents in other countries read, the cultures of the ethnic groups in the community and how to choose books in other languages. A major need was focused on children's literature and tapping the resources of the community and various ethnic groups.

Although some B.Ed. and Grad. Dip. Ed. respondents liked to see available an elective subject for someone working in a multicultural setting provided the courses were not overloaded, their responses firmly indicated that multicultural perspectives need to be introduced across the whole curriculum of the teacher librarianship courses.

The comments revealed a strong perception among the students of a need for increased access to and familiarity with resources for possible library inclusion that drew on "ethnic" literature and works in languages other than English. The comments also indicated that these teacher librarians, while keen to see some developments in this area, were unsure from their current training where to turn for assistance, advice or resource information.

5: Modules for Cross-Cultural Training

The investigations that were carried out for the project revealed that school / teacher librarianship courses around Australia have little in their curriculum that may contribute to intercultural understanding and to the ability of graduates from those courses to provide a better service in a multicultural society than in a monocultural society.

Where multicultural component within the course is available, it forms only an insignificant part of the whole course. In some cases, students are given the option of doing an assignment or a project dealing with a multicultural aspect for a subject within which no teaching time is allocated to such aspect; in others, multicultural library service is available as an elective subject. Although the numbers of students undertaking the options are increasing, neither of these arrangements is satisfactory as such options are more likely to be taken up by students who strongly believe in multiculturalism and are strongly committed to the satisfactory delivery of service in a multicultural society.

The solution to this problem is to ensure that multicultural perspectives permeate all subjects of the school / teacher librarianship curriculum as a matter of policy. It is with this view in mind that the following modules are developed.

The modules have been developed, based on the subjects taught in the School Librarianship courses at Monash University College Gippsland.

Each module starts with a set of three objectives, followed by activities, numbered from 1 to 3, intended to achieve the corresponding objectives. Select references that are considered useful for the activities are provided at the end, each with a brief annotation and a number to correspond with the number for the activity. However, the references are not prescriptive, and they do not prohibit the use of other references. There may be other references that have escaped this author's notice, but are equally, if not more, useful than the ones listed.

School / teacher librarianship courses vary from institution to institution in their curriculum design, providing different strategies to achieve the perceived theories and principles of delivery of library services in the educational environment. Therefore, although the modules are based on the courses at Monash University College Gippsland, they can be adapted to fit in the curriculum of school / teacher librarianship course at any other institution. The modules may also be used for in-service training of practising teacher-librarians.

Language, Literature and Literacy

Objectives

1. To provide an understanding of reading needs and interests of children from different cultural backgrounds and to establish appropriate strategies for their reading development;

2. To develop an awareness of children's literature which promotes cultural diversity -- such as stories with characters from different cultural backgrounds living in Australia; writings that are free of stereotypes; stories that use terms and vocabulary from languages other than English; English translations of stories, folk tales / myths and legends; and

3. To develop an understanding that language and literacy development is socially and culturally influenced.

Suggested Activities

1. (a) Review the collection of a school library in the multicultural area and compile a list of key literature and resources for teachers in the school for both multicultural and English as a second language teaching.

   (b) Survey what "great works" and "significant authors" are important to the main ethnic groups in a school community.

2. (a) Write reviews of ten books centred on multicultural type themes in Australian children's literature with the aim of having them published in a journal.

   (b) Prepare an annotated list of recent translations into English of significant children's books from other languages for appropriate inclusion in a library collection.

   (c) Discuss the quotation: "Literature has long been seen as a vehicle for fostering cultural awareness and appreciation."(Rasinski and Padak, 1990: 577)

3. Discuss in groups whether the issues surrounding 'natural' language acquisition in literacy development are applicable equally to both native English speakers and non-native English speakers.

References

Pinsent, P. 'Anti-racism and children's literature'. *The School Librarian*, 38(2), 1990: 45-50.

Rasinski, T.V. and Padak, N.D. `Multicultural learning through children's literature'. *Language Arts*, 67(6), 1990: 576-580.

Rudman, M.K. *Children's literature: an issues approach.* 2nd ed. New York: Longman, 1984. (Chapter 5: Heritage)

(Chapter 5 deals with the different approaches to the understanding of the heritage of the individual through books written for children in the U.S. Suggests activities to deal with problems of race and racism.) (2)

Singh, M.J. `Children's literature for our multicultural society'. Orana, 17(3) 1981: 92-104.

Objectives

1. To develop an understanding of the concept of multicultulturalism as promoted by the Federal government and the multicultural education policy of a particular state/territory;

2. To identify the roles and functions of school libraries and the information agencies in a multicultural society; and

3. To identify issues in the provision of school library services in a multicultural society, and examine ways to overcome those issues.

Suggested Activities

1. (a) Read the National Agenda for a Multicultural Australia (1989) and make a list for discussion of what the Federal government hopes to achieve for a multicultural Australia.

   (b)Plan a meeting with your colleagues or fellow students to discuss the strategies of the Ministry / Department of Education of your state / territory to implement multicultural education policy in schools.

   (c) Survey two primary and two secondary schools to document the types of programs and activities in support of the multicultural education policy.

2. (a) Investigate and prepare a summary sheet on the roles and functions of ethnic-orientated organisations of the state / territory, such as the Ethnic Affairs Commission, Multicultural Education Centre, and Ethnic Schools Resource Centre.

   (b) Investigate a public library and a school library in a culturally and linguistically diverse community, and report on the obvious information needs of non-English speaking groups and what steps have been taken to provide for those needs.

   (c) You have been approached to gather evidence and submit a report to the local council on whether your local library resources and services reflect the language and cultural diversities of the community. Prepare a 1500-word report.

3. (a) Examine the publishing of materials in the community languages and translations relevant to your school, and prepare a list of materials published in the languages of your school.

   (b) (i) You are in another culture. (Select a particular one.) List five books that you would see as essential for your child to read. Compare your list with others'.

   (ii) List five books in languages other than English or translations that you would like parents to acquire for the library.

   (c) Discuss with your colleagues or fellow students the following:

   (i) the arguments for and against the provision of books for children in the mother tongue in the library.

   (ii) the importance of ethnic literacy and cultural awareness.

References

Elkin, J. *Books for the multi-racial classroom.* London: Library Association, 1976.
(Believes that books can play a vital part in the development of awareness and understanding, pride in own culture and heritage.) (3)

Klein, G. *The School library for multicultural awareness.* Trentham: Trentham Books for University of London Institute of Education Library, 1985.
(Reports on a survey of library resources for multicultural awareness available in kindergartens and shools in the London area, ending with some recommendations.)(2)

Lippman, L. *The aim is understanding: educational techniques for a multi-cultural society.* 2nd ed. Sydney: Australia & New Zealand Book, 1977.
(Explains the factors influencing the development of attitudes and racial prejudice as well as techniques to address the issues of racial prejudice.)(3)

Office of Multicultural Affairs. *National agenda for a multicultural Australia: ... sharing our future.* Canberra: AGPS, 1989.
(Defines multiculturalism; outlines strategies and initiatives to achieve a meaningful multicultural Australian society.)(1)

Reports / Annual Reports of ethnic-orientated organisations, e.g.: Ethnic Affairs Commission, Multicultural Education Centre, Ethnic Schools Resource Centre, Department of Aboriginal Affairs.
(Roles and functions can be gleaned from these reports.)(2)

Singh, M.J. 'Library services for our multicultural society'. *Australian School Librarian,* 19(3), 1982: 90-96.
(Discusses strategies for library services to promote and nurture multicultural consciousness, including establishing aims, needs, criteria for resource selection, preparation of bibliographies, community resources file, library networks and cooperation, etc.) (1)

Walters, K. `First language collections in elementary school libraries: do they interfere with the acquisition of English?', p.357-369 in *International Association of School Librarianship. 13th Annual Conference Proceedings.* Honolulu, Hawaii: IASL, 1984.
(Presents arguments for and against the provision of materials in the mother tongues.)(3)

Organisation of Information

Objectives

1. To identify problems and possible solutions relating to organising library resources, both book and non-book, in languages other than English and for multicultural education;

2. To identify any issues and bias in the classification scheme, such as Dewey Decimal Classification, and the subject headings list, such as ASCIS Subject Headings List, dealing with non-English languages and cultures; and

3. To be aware of problems relating to bibliographic control of non-English and non-Roman language materials.

Suggested Activities

1 (a) Examine the collection of a public library serving a multi-ethnic / multi-lingual community, and report back,focussing on the following aspects:

(i) Does the collection include items in the languages and translations of the dominant community languages?

(ii) What systems are used for the organisation, storage and cataloguing for retrieval of those items if available?

(iii) Is assistance with the location and retrieval of items in languages other than English available for library users?

(b) Examine a school library collection and report back, focussing on the following aspects:

(i) Does the collection include items in the languages and translations of languages represented in the school population?

(ii) What systems are used for the organisation, storage and cataloguing for retrieval of those items if available?

(iii) Is assistance with the location of those items available for library users?

(iv) How could the collection be improved?

(c) Discuss the likely issues and difficulties of cataloguing and shelving non-English materials for retrieval. Suggest preferred procedures for your library. Where do you go for assistance?

2 (a) Examine and list the limitations of the Dewey Decimal Classification in dealing with non-English languages and cultures.

(b) Examine and list the limitations of ASCIS Subject Headings List and Sears List of Subject Headings in dealing with non-English languages and cultures.

3 (a) Find two non-English speaking countries where bibliographic listing of publications is available, and compare how it is different from the Australian operation.

(b) List the advantages and disadvantages of ways libraries catalogue their non-English and non-Roman script materials.

(c) Discuss in small groups the value of a co-operative or central cataloguing network in helping libraries to catalogue and locate non-English and multicultural materials.

References

Bobmeyer, C. and Massil, S.W. (eds) *Automated systems for access to multilingual and multiscript library materials -- problems and solutions*. Munchen: K.G. Saur, 1987.
(Proceedings of the IFLA Conference dealing with on-line cataloguing of materials in different languages, including non-Roman scripts.)(1,3)

MacDougall, S. *The State of the art in the handling of vernacular scripts in library systems: a report prepared for the ABN Office* Canberra: ABN Office, 1991.
(Observes that individual library systems have been developed for one or two languages, but few truly multiscript systems; outlines issues of multiscript automation and points to consider when planning to add languages and scripts to the system, most important being who the users are and their language and information needs.)(3b, 3c)

Simsova, S. `Library training for services to minority ethnic groups: concepts and general principles'. *Library Trends*, 29 (2) 1980: 223-244.
(Observes that librarians working in a multilingual society need some language skills to handle the stock for information retrieval, and for communicating with their readers, and with their colleagues from other countries.)(1)

Wellisch, H. `Bibliographic access to multilingual collections'. *Library Trends*, 29 (2) 1980: 223-244.
(Discusses ways of cataloguing non-English materials.)(3)

Curriculum Planning and Resources

Objectives

1. To provide an understanding of current developments in curriculum areas relating to multicultural education, English as a second language, and community languages, so as to be able to be efficiently and effectively involved in co-operative planning and teaching with classroom teachers;

2. To identify selection tools and aids for curriculum resources relating to education in and for a multicultural society; and

3. To develop an awareness of the sources, suppliers, publishers and costs of multicultural resources.

Suggested Activities

1. (a) Make an assessment of the curriculum policy of your state education ministry / department to find what emphasis is being placed on multicultural education, the teaching of English as a second language and community languages within the school curriculum;

   (b) Examine and compare the school policy and the syllabuses relating to multicultural education, English as a second language and community languages for different year levels of three different schools. What can you conclude about each school's commitment to multicultural education and cross-cultural understanding?

   (c) Develop a strategy for co-operative planning with a classroom teacher in the development and teaching of multicultural perspectives for a subject area, such as music, social studies, and legal studies. Other areas may be considered.

2. (a) Survey the library resources of at least three schools in different localities and comment on the following points:

   (i) Do the library resources reflect the racial diversity of Australia?

   (ii) Are attempts made for the library resources to meet the curriculum, educational and recreational needs of both English and non-English speaking background students in the school?

   (b) Establish a register of people in the community who can speak and read community languages, and those who can provide background information of their home countries.

3. (a) Survey a sample of the publishing trade (e.g. stories for children) in both Australia and overseas for resources that are useful for multicultural education and cross-cultural understanding. What conclusions can you arrive at regarding the following issues?

   (i) What are the range and availability of relevant resources for Australian schools?

(ii) Which suppliers and booksellers of resources useful for multicultural education and cross-cultural understanding can you identify? Publication in languages other than English?

(b) Identify some of the Australian publishers of books and producers of non-book materials useful for multicultural education, and in languages other than English.

(c) Discuss in groups the value of library networking and access to central cataloguing services to the provision of resources for multicultural education and cross-cultural understanding.

References

Australia's people: a resource collection of curriculum materials. 2nd ed. [Melbourne]: Curriculum Branch, Ministry of Education (Schools Division), 1987
(Lists resources, both book and non-book, mostly produced in Australia and useful for various curriculum areas and disciplines. Brief annotations are given. A resource directory is also attached.)(3)

Holmes, A. and Whitehead, D. *Buying books in other languages: a handbook for Australian school & public libraries*. [Canberra]: National Library of Australia, 1983
(Gives brief outlines where books in certain languages are published overseas, as well as lists of agents and booksellers from whom books in those languages can be purchased.)(3)

Insights: a visual resource guide for multicultural Australia 1991. [Adelaide]: South Australian Film and Video Centre,[1991]
(A guide to films and videos dealing with migration and multiculturalism made since 1980, and are available for loan from state and territory film centres and education department loan centres. Indicates where they can be borrowed.)(3)

Pagone, M. and Rizzo, L.P. *The first multicultural resource book*. North Fitzroy, Vic: INT Press, 1990.
(Gather together articles, essays, documents, information, statistics, etc. suitably edited for use in secondary education, with many comprehension questions, activities and projects, relating to the origins, development and dynamics of today's multicultural Australia) (1)

Salvatic, S. *Resorce guide: a list of suppliers of teaching materials in languages other than English*. West Brunswick [Vic]: Ethnic Schools Resource Centre, 1990.
(Lists Victorian suppliers of teaching materials in languages other than English, under first general, then individual, languages, followed by a list of publishers of languages other than English, all in alphabetical order. Student level of publication is indicated.) (3)

Information Needs and Users

Objectives

1. To develop an awareness of the effects of cultural backgrounds on the information seeking behaviour of children and to develop interpersonal communication skills with users from other ethnic backgrounds;

2. To develop an awareness of the types of information library users from different cultural backgrounds are likely to seek and the extent these needs can be satisfied in the education environment; and

3. To develop an awareness of useful reference sources and services available for meeting the needs of non-English speaking users.

Suggested Activities

1. (a) Analyse either by conducting a survey or reviewing the published literature how children from various cultural backgrounds react to authority figures. The analysis should elicit information on: verbal and non-verbal communication patterns; and the fears and constraints that children from these backgrounds may have in specifying their information needs.

   (b) Design a strategy to overcome difficulties or hesitancies that children from various cultures could face in a library environment. The strategy could include information in relevant languages, book and other displays relating to various cultures and liaison with other staff members of the school.

   (c) Investigate the predominant verbal and non-verbal communication traits existing in Australia that cause either confusion or concern to people from other cultural backgrounds. Your should identify issues such as: idioms or slangs that are often incomprehensible even to English speakers from countries other than Australia; gestures that have different meanings for different cultures; and eye contact and personal space.

2. (a) Analyse the information needs of users from various cultural backgrounds. Your analysis should identify not only the users' educational needs but also other needs, such as: information on their adopted country; and information on the country of origin. Children may also seek information on behalf of other family members.

   (b) Survey the collections of a school library, a public library, a migrant resource centre, an Ethnic Affairs Commission library and a Multicultural Education Centre library, to analyse the range of information and types of instructional materials available.

   (c) You have been asked by the principal of a school with a high Italian speaking enrolment to develop a resources and services policy to meet the needs of the school's multicultural education policy. Outline in your policy the types of resources and services to be made available.

3. (a) Compile an annotated list of major state and local agencies in your area which provide services to non-English speaking groups. Include in your list organisations in your area such as churches, community support groups and hospitals which can

provide assistance but do not have this as their primary objective. The list is not expected to be comprehensive. It should be designed as a referral service for cultural groups which may approach the school for advice.

(b) Compare and contrast the support services available to non-English speaking groups in metropolitan and rural areas. Describe the limitations and strengths of each.

(c) Devise a strategy to promote liaison between organisations assisting various cultural groups and your library.

References

Directory of ethnic community organisations in Australia. Canberra: A.G.P.S., 1987
(Ethnic community organisations are listed by state and, within each state they are listed alphabetically under ethnic, national, regional or religious group headings. Each entry gives name, address, telephone number and the name of a contact person. The entries contain a sparse description of the organisation's activities and whether the organisation produces any publications.)(3)

Ethnic services directory: Victoria. East Melbourne: Victorian Ethnic Affairs Commission, 1984
(Details services provided in metropolitan and non-metropolitan areas. Each listing provides a comprehensive description of each organisation's function and services offered.)(3)

Samovar, L.A. and Porter, R.E. *Intercultural communication: a reader*. 5th ed. Belmont, Calif.: Wadsworth, 1988
(A collection of articles written by experts in the field of intercultural communication that have appeared elsewhere.)(1)

List of Resource Centres in Victoria, e.g.:

Economical Migration Centre, Clearing House on Migration Issues, 125 Leicester St., Fitzroy, Victoria 3065 Tel. (03) 4160044

Free Kindergarten Association, Multicultural Resource Centre, 273 Church St., Richmond, Victoria 3121 Tel. (03) 4284471

Multicultural Education Resource Centre, 270 Highett St., Richmond, Victoria 3121 Tel. (03) 4296699

Peace Education Resource Centre, 19 Bell St., Fitzroy, Victoria 3065 Tel. (03) 4184545

Adminstration and Organisation of the Resource Centre

Objectives

1. To provide an understanding of issues of employment relating to minority groups, and ways to handle personnel problems between ethnic groups;

2. To develop an awareness of procedures to deal with racist materials & complaints; and

3. To develop an awareness of ways to display, publicise and promote the use of multicultural resources.

Suggested Activities

1. (a) Examine and discuss with fellow students or colleagues the main points in the government policies and legislation as they affect employment of people from non-English speaking backgrounds, such as equal employment opportunity, affirmative action, English in the work place, and interpreter service.

   (b) A racial tension arises between two employees from different ethnic backgrounds, resulting in name calling and the refusal of one to work with another in the library. How would you as a person responsible for the operation of the library deal with such situation?

   (c) Write a job description for a teacher-librarian working in a multicultural society.

2. For each of the cases below, perform the following tasks: (i) Write down your immediate response to the parent; (ii) After talking to your colleagues, consider your response, and compare this response with your earlier response.

   (a) A non-Aboriginal parent of one of the pupils complained to you as a librarian that he objects to his son reading books from your library talking about Aboriginal land rights, the Aboriginals' present plight being caused by the settlers, and Australia as a whole should find ways to redress the problems.

   (b) A parent objects to his daughter reading a story from your library about inter-racial marriage. His objection is that he disapproves of inter-racial marriages.

3. Plan a display for the school on a multicultural theme, e.g. understanding other cultures, festivals of the world, music of the world, and religions of the world.

References

Skelton, K. and Kerr, C. (comp) *Combating prejudice in schools: an in-service guide for schools and teacher training institutions*. Canberra: Curriculum Development Centre, 1989.
(Organised into different sections providing ideas on preparation of inservice to deal with prejudice as well as readings and resources for its use.)(2)

Computer Supported Information Services

Objectives

1. To develop an awareness of available on-line access to various databases useful to cross-cultural studies, non-English materials and English as a second language, such as ASCIS, ABN, and MAIS;

2. To develop an awareness of available CD-ROM indexing and abstracting services useful to cross-cultural studies, non-English materials and English as a second language, such as AUSTROM, LISA, and ERIC; newspaper search sources, e.g. Agesearch; and

3. To develop an awareness of available computer programs for word processing and/or cataloguing in languages other than English.

Suggested Activities

1. (a) Teacher A asks you to get her a list of references that she could use in the handling of tensions between ethnic groups; teacher B wants a reference list on the introduction and teaching of Italian and English as a second language. Prepare a search strategy to develop a list for each of the required areas, using ASCIS, ABN, and MAIS databases.

   (b) Prepare a brief report on the ability of the ABN and ASCIS databases in dealing with non-English script materials, comparing it with other systems that you know, e.g. the American OCLC, and the Canadian UTLAS.

2. Based on the areas as requested by the teachers in 1(a) perform a search of (i) abstrating and indexing services on AUSTROM, LISA, and ERIC CD-ROM, and (ii) Agesearch for articles in the Melbourne Age newspaper. After the searches have been completed, comment on the strengths and weaknesses of each system.

3. List locally available computer programs for word processing and / or cataloguing in at least 5 key languages other than English.

References

MacDougall, S. `Chinese bibliographic automation in Australia 1988', *Cataloguing Australia*, 14(4) 1988: 14-22.
(Outlines the problems of developing a database network for non-Roman script materials.)(1)

MacDougall, S. *Non-Roman scripts: a software directory*. Canberra: MacDougall, 1988
(Lists available word processing softwares for non-Roman scripts)(3)

6: Model Collection

The brief of the project included the development of a model collection which could be used by teacher-librarians to fulfil their functions in the promotion of cross-cultural understanding.

At the start of the project a set of policy guidelines for the development of the collection was formulated (see next page). The guidelines stipulated the collection to be made up of both print and non-print materials, including curriculum material with cross-cultural perspectives in both teacher education and teacher librarianship courses, multicultural education policies of state / territory education departments / ministries, bibliographies and resource lists for multicultural education, English as a second language and community languages, directories of multicultural resource centres, samples of exceptional quality of school projects with cross-cultural overtone, as well as literature on the theories, principles and practices of teaching / learning community languages and English as a second language.

The acquired materials are catalogued in the college library and the cataloguing data are fed into LIBNET, a catalogue network of tertiary colleges in Victoria, thus making the material available for inter-library loan as well as internal loan through the OPAC system in the library. Loans of materials in the collection are being processed through the Monash University College Gippsland library.

The collection is now temporarily housed in the School of Education. However, as it grows and for easy access and loan, the collection will be housed in the library as soon as it is practicable, to be kept separate from the rest of the main library collection to encourage browsing as well as to create an awareness of intercultural resources.

The guidelines have been followed closely, and the collection which has been built up to the amount of the funding allocated has both print and non-print materials. However, print material predominates.

A decision has been made to set aside annually some money from the School of Education budget for the continued development of the collection after the end of the project.

Guidelines for the Cross-cultural Collection

1. Published material on the curriculum with cross-cultural perspectives of School/Teacher Librarianship courses.

2. Published material on the curriculum with cross-cultural perspectives of teacher training courses.

3. Published materials on multicultural library services for schools.

4. Selecton tools for multicultural collections.

5. Policies of education authorities and school curriculum with cross-cultural perspectives.

6. Samples of excellence in each school subject area with cross-cultural overtone to provide practical support material for schools and teachers in primary and post-primary schools.

7. Videos, kits, and other resources valuable for the promotion of cross-cultural understanding, community languages and cultures.

8. Directories of multicultural resource centres.

9. Practical and relevant materials that teachers can readily and successfully incorporate in cross-cultural programs.

10. Literature on the theories, principles and practices of teaching/learning community languages and English as a second language.

Appendix A

26th October, 1989.

Dear Sir/Madam

I am currently engaged in a project to introduce units of study to promote cross-cultural understanding into the curriculum of the School Librarianship courses at the Gippsland Institute of Advanced Education, with the hope that we can train our school library professionals to work more effectively in a multicultural environment.

This is a new area of development in the education and training of school library professionals, at a time when the Australian government is actively promoting the general acceptance of the concept of multiculturalism within the Australian society.

Accordingly I am very interested to find out if, and what, training schools in Australia and overseas are doing to train library and information professional to work in a multicultural society.

I would, therefore, be delighted if you would spare a little of your time to complete and return the attached form to me by **December 8, 1989.**

Many thanks.

Yours truly,

H. M. Yee
Coordinator, Cross-cultural Project

Name of person supplying information: _____

School/Department: _____

Institution: _____

Address: _____

_____

Contact Telephone No.: _____

1. Titles of courses offered for professionals to work in school libraries:

_____

_____

_____

_____

2. (a) Do the courses require students to undertake a unit of study dealing in one or all of the following: (*delete whichever does not apply)

i. multicultural concepts and issues ..... yes / no*
ii. cross-cultural ** study or education ..... yes / no*
iii. library services in, and for, a multicultural society ..... yes / no*

(b) If the answer to any of the areas listed in 2(a) is "yes", the units of study undertaken are:
independent of library and information science subjects / within certain library and information science subjects*.

Please specify subjects within which the units of study have to be undertaken:

_____

_____

_____

_____

_____

(c) If the answer to any of the areas listed in 2(a) is "yes", please may I have a copy of the syllabus for the units of study or information on their contents:

_____

_____

_____

_____

3. (a) Is there any cross-cultural** project (or program) for library professionals developed by your institution?

yes / no*

(b) If the answer to 3(a) is "yes", please may I have a copy of the report on the project (or program) if one is available?

report available / report unavailable*

4. (a) Does your institution or school / department have a resource collection that could be useful for cross-cultural** study or education?

yes / no*

(b) If the answer to 4(a) is "yes", please may I have a bibiliography of the collection if available?

bibliography available / bibliography unavailable*

(** Cross-cultural study or education embraces areas of study to promote understanding of the cultures of different racial or ethnic groups. Other terms that are commonly found to have more or less similar concepts to cross-cultural include: bicultural, inter-cultural, inter-ethnic, multi-cultural, multi-ethnic, multi-racial, and global. Where appropriate, please indicate term used by your institution.)

Please return the completed form to:

Mr. H. M. Yee
Coordinator, Cross-cultural Project
Gippsland Institute of Advanced Education
Switchback Road
Churchill Vic 3842
Australia

List of tertiary institutions offering School/Teacher Librarianship courses that responded to the questionnaire:

1 Australia

Library & Information Studies
Edith Cowan University
Cnr. Stirling Highway & Hampton Road
Nedlands, WA 6009
(Contact: M. Wilson)

Library & Information Studies
Institute of Education
University of Melbourne
Parkville, Vic 3052
(Contact: A. Bridgland)

Librarianship, School of Communication
University of South Australia
Lome Avenue
Magill, SA 5072
(Contact: Dr. M. Nimon)

School of Library & Information Studies
University of Technology Sydney
PO Box 222
Lindfield, NSW 2070
(Contact: J. Kirk)

School of Education
University of Canberra
PO Box 1
Belconnen, ACT 2616
(Contact: N. Vanzetti)

2 USA

Dept of Media & Librarianship
Bridgewater State College
Bridgewater, MA 02324
USA
(Contact: R. Neubauer)

Library Science & Communications Media
Chicago State University
Chicago, IL 60628
USA
(Contact: Dr. H. Liebler)

School of Library & Information Studies
Florida State University
Tallahassee, FL 32306
USA
(Contact: Dr. P. Van Orden)

School of Library Science
Kent State University
Kent, Ohio 44242
(Contact: R. Du Mont)

Dept. of Instructional Technology & Library Science
Marshall University
Huntingdale, WV 25755
USA
(Contact: Dr. F. B. Reenstjerna)

Library & Information Studies
Rutgers State University
New Brunswick, NJ
USA
(Contact: C. Kuhlthau)

Division of Library & Information Science
St John's University
Jamaica, NY 11439
USA
(Contact: A. Spaulding)

School of Library & Information Studies
University of Alabama
Box 870252
Tuscaloosa, AL 35487-0252
USA
(Contact: P. M. Turner)

Graduate Library School
University of Arizona
Tucson, AZ 85719
USA
(Contact: J. Nagel)

School of Information & Library Science
University of North Carolina
Chapel Hill, NC 27519-3360
USA
(Contact: E. Daniel)

School of Library & Information Sciences
University of North Texas
Denton, TX 76203
USA
(Contact: B. Stein)

School of Library & Information Studies
University of Oklahoma
401 West Brooks
Norman, OK 73019-0528
USA
(Contact: K. Latrobe)

Graduate School of Library & Information Science
University of Texas at Austin
Austin, Texas 78712-1276
USA
(Contact: Dr. B. Immroth)

Graduate School of Library & Information Science
University of Washington
Seattle, WA 98109
USA
(Contact: M. E. Chisholm)

School of Library & Information Studies
University of Wisconsin - Madison
Madison, Wisconsin 53706
USA
(Contact: D. M. Hopkins)

Library Science Program
Wayne State University
Detroit, MI 48202
USA
(Contact: Dr. C. J. McCollough)

LME, Dept. of Teacher Education
Western Kentucky University
Bowling Green, KY 42101
USA
(Contact: Dr. R. C. Smith)

Graduate School - Media/Library Science
Western Maryland College
Westminster, MD 21157
USA
(Contact: Dr. M. Denman-West)

3 **Canada**

Library Studies
Concordia University
7141 Sherbrooke Street West
Montreal, Quebec H4B 1R6
Canada
(Contact: Dr. A. M. Galler)

Graduate School of Library & Information Studies
McGill University
3459 McTavish Street
Montreal, Quebec H3A 1Y1
Canada
(Contact: Dr. C. Côté)

School Librarianship Department
Faculty of Education
University of Toronto
371 Bloor Street West
Toronto
Canada
(Contact: Dr. R. Smith)

4 United Kingdom

Department of Library & Information Studies
Loughborough University
Loughborough, Leicestershire LE11 3TU
U.K.
(Contact: H. Lewins)

School Library Studies
Rene College
Mouton Park, Northampton NN2 7AL
U.K.
(Contact: M. Wilson)

Department of Librarianship & Information Studies
Newcastle upon Tyne Polytechnic
Newcastle-Upon-Tyne, NE1 8ST
U.K.
(Contact: E. Sáez)

Appendix B

List of Education Departments/Ministries that responded positively to our letter enquiring about state/tertiary multicultural education policy:

Ministry of Education
GPO Box 33
Sydney, NSW 2001

Ministry of Education
GPO Box 4367
Melbourne, Vic 3001

Department of Education
PO Box 33
North Quay
Brisbane, Qld 4002

Education Department
GPO Box 1152
Adelaide, SA 5000

Education Department of Western Australia
151 Royal Street
East Perth, WA 6000

Education Department
GPO Box 169B
Hobart, Tas 7001

Department of Education
GPO Box 4821
Darwin, NT 5794

Appendix C

QUESTIONNAIRE FOR TEACHER-LIBRARIAN

(Delete whichever does not apply)

1. Do you as a teacher-librarian speak or understand a language other than English? Yes/No

2. Is it important for a teacher-librarian to have a working knowledge of at least a community language other than English to work in a multi-cultural/ ethnic school in Australia? Yes/No

   Would you care to elaborate on your answer to the above question?

   _____

   _____

   _____

3. Do you assist or work in partnership with the classroom teachers in the development of:
   (a) multicultural education programs? Yes/No
   (b) community language (LOTE) programs? Yes/No
   (c) E.S.L. programs? Yes/No

   (ii) If your answer is yes to either a, b, or c above, list any problems you might have encountered.

   _____

   _____

   _____

4. What resources for ESL, LOTE, and multicultural education programs have you acquired for the library?
   (It would be much appreciated if you could provide a list of titles on a seperate sheet.)

5. What assistance do you get or guidelines do you use in the selection of resources for the ESL, LOTE, and multicultural education programs for acquisition?

   _____

   _____

   _____

   _____

6. What special qualification or quality, if any, do you think a teacher-librarian should have to work in a multicultual environment?

_____

_____

_____

7. Have you undertaken any subject in your teacher education or school librarianship course that might be construed as studies in multicultural, intercultural, or interethnic relations? Yes/No

If yes, please elaborate:_____

_____

8. Have you attended any inservice program specially designed for teacher-librarians to work in a multicultural society? Yes/No

If yes, has the program helped you in any way, and, if so, how?

_____

_____

_____

_____

List of Teacher-Librarians that Responded to the Questionnaire

Mr. Ron Thomas
Canterbury Primary School
Canterbury 3126

Ms. Jenny Roulston
Deer Park West PS
Quinn St
Deer Park 3023

The Librarian
Brunswick Nth PS
Pearson St
Brunswick 3055

The Librarians
Abbotsford PS
Lothgow St
Abbotsford 3067

Ms. Di Warner
Grey St PS
Grey St
Traralgon 3844

Ms. M. Sweeney & Ms. M. Keogh
SMECU 270 Highett Street
Richmond Vic 3121

Ms. Tina Hambleton/Richard Gubbins
Churchill Campus
Kurnai Campus
Churchill 3842

The Librarian
Catholic Regional College
Grey Street
Traralgon 3844

Ms. Jan Hipgrave
Richmond Community PS
Davidson Street
Richmond Nth 3121

The Librarian
Richmond PS
PO Box 404
Richmond 3121

Ms. Robyn Bates
Richmond Secondary College
The Boulevard
Richmond 3121

Mr. J. Douglas
PO Box 135
Melton 3337

Appendix D

8th August, 1989.

Dear Student,

As you are approaching the end of the school librarianship course I would like to take this opportunity to seek your opinions on the inclusion of certain aspects in the school librarianship courses.

I hope that you will spare a few minutes to complete as best as you could the attached questionnaire and post it back to me in the stamped return envelope by September 1st, 1989.

Feel free to attach additional pages if the space on the questionnaire is insufficient for your answers.

Your answers will help the school librarianship teaching team to plan future courses to meet the needs of a multi-ethnic/multicultural society.

You do not have to give your name when returning the questionnaire.

If you have queries regarding the questionnaire do not hesitate to contact me on (051) 220 369.

Your co-operation in completing the questionnaire is much appreciated.

Many thanks

Yours sincerely,

L. Yee
School of Education

Questionnaire for the last year School Librarianship students
(Please circle the appropriate answers)

1. Course you are enrolled in:

   B.Ed.(S.L.)
   Grad.Dip.Ed.(S.L.)

2. There is a place in school/teacher librarianship courses in Australia to train teacher-librarians to serve children from non-English speaking background.

   Agree
   Disagree
   Don't know

3. There is a place in school/teacher-librarianship courses in Australia to make students aware of multicultural issues.

   Agree
   Disagree
   Don't know

4. Understanding another culture as well as one's own helps one to be a better teacher-librarian.

   Agree
   Disagree
   Don't know

5. It's not necessary for a teacher-librarian to know another person's culture to work in a school library.

   Agree
   Disagree
   Don't know

6. (a) The school librarianship course you are enrolled in has components that will help you to work in a school with children from various ethnic backgrounds

   Agree
   Disagree
   Don't know

   (b) If you agree with the statement in (a), please list the subjects and the specific areas that you have benefited from

   _____

   _____

   _____

7. Supposing you were being asked to contribute ideas for school librarianship courses to help future teacher-librarians to work better in a school with children from various ethnic backgrounds, what would you like to introduce in each of the subjects of the course you are enrolled in?
   Subjects:

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____
   7. _____
   8. _____

Questionnaire returns from B. Ed. (S.L.) students

Answers to question 6b.

1. Cooperative planning
2. Information Needs of Users
3 Subjects dealing with curriculum research
4. Language and learning
5. All subject areas must contribute to one's understanding of how libraries can contribute to *all* children (not as a specific subject).
6. Choosing literature to suit children.
7. Factors influencing library policy Unit.
8. Administration and organisation of library resource centre.
9. Developing policies for the effective use of school library for all.
10. Literature
11. Foundations of School Librarianship.

Answers to question 7.

1. Teacher's normal skills should be appropriate for a school with a strong ESL commitment.
2. Resources suited to multicultural issues.
3. Availability of foreign language books.
4. Planning curriculum to include ethnic minority backgrounds.
5. Literature from European countries.
6. Some insights into Asian libraries and their uses.
7. No one subject but integrated into the course where relevant multicultural issues must be mentioned and discussed.
8. Multicultural issues are so diverse that awareness within librarian course would be only superficial.
9. Regional consultants should be available if there is a need for this information.
10. Where to buy materials in other languages.
11. Popular literature from a particular ethnic background. eg. dreamtime aboriginies.
12. A list of storytellers/authors to tell ethnic stories or histories.
13. Basic understanding of the cultures of particular ethnic groups.
14. A subject of this nature should be of elective satus only as it may not be of interest or relevance to certain students.
15. More information on literature for ethnic minority children.
16. Resources to meet the needs of children from ethnic minority backgrounds.
17. Information on how children can learn their language and our socially acceptable language.
18. At least one assignment concerned with problems of children from ethnic minority origin and how we, as school librarians, can overcome them.
19. Practicum to include a school with high migrant population.
20. Study of different migrant approaches to teaching.
21. Resource people and groups to assist with multicultural literature; and what children and adolescents in other countries read.
22. An elective for those in relevant multicultural settings.
23. Cultures/Beliefs.
24. Collection development and selection policy should have aspects that include selecting materials for NESB.

Questionnaire returns from Grad. Dip. Ed. (S.L.) students

Answers to question 6b.

1. Information needs and users - individual needs and how to deal with them.
2. Literature subjects - helps align books and children.
3. Language and Learning - shows how children learn and develop language.
4. Special topic area -
5. Selection policies -
6. School library policy.
7. Unit 4770 - a student is free to pursue this avenue.

Answers to question 7.

1. As the workload is great, if introduced, something would have to be dropped.
2. A subject to help librarians to understand problems of ESL students using the library's resources.
3. Literature study of Aboriginal Myths and Legends
4. Asian cultural studies
5. People from minority backgrounds should be made aware of Australian way of life and not the one way street it is.
6. Cultural events may serve as a focus for displays in the library during the year.
7. Look at different literature in relation to different nationalities.
8. More details in children's literature, especially children of ethnic minority backgrounds.
9. Doesn't affect every teacher-librarian therefore should it be a compulsory part of course?
10. A curriculum area that should be supported like other areas but not requiring a specific course for teacher-librarian.
11. Librarians need to address this issue.
12. Literature from other ethnic countries translated into English - particularly for primary school, more picture storybooks to which primary children can relate.
13. Subjects are satisfactory as they are
14. Discussion and assessment of suitable literature for ethnic groups.
15. Procedures for cataloguing and classifying non-English materials.
16. Appropriate literature and learning strategies.
17. Internal and external variables affecting library policy
18. Information needs in a multicultural society; needs of NESB students.
19. How to choose books in other languages.
20. Contact with wider range of literature (fiction and non-fiction) for ethnic minority groups.
21. Perception of how ethnic groups use libraries (in Victoria and overseas).
22. Methods libraries/librarians may use to extend link to ethnic groups.
23. Analysis and availability of materials suited to ethnic groups.
24. Contact points for information on materials.
25. Libraries' role in schools in other countries.
26. Foreign language children's literacy guide
27. Looking at literature which promotes multicultural education.
28. Knowledge of ministerial guidelines on multicultural education.
29. Benefit from experience of people who already work in this area.
30. Resource knowledge and suppliers.